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## Thematic Module 3B




# Day Sky, Night Sky



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# Thematic Module 3B

## Day Sky, Night Sky

### Day 10 to 18



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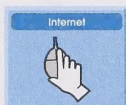
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Grade One Thematic  
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Day 10 to Day 18  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
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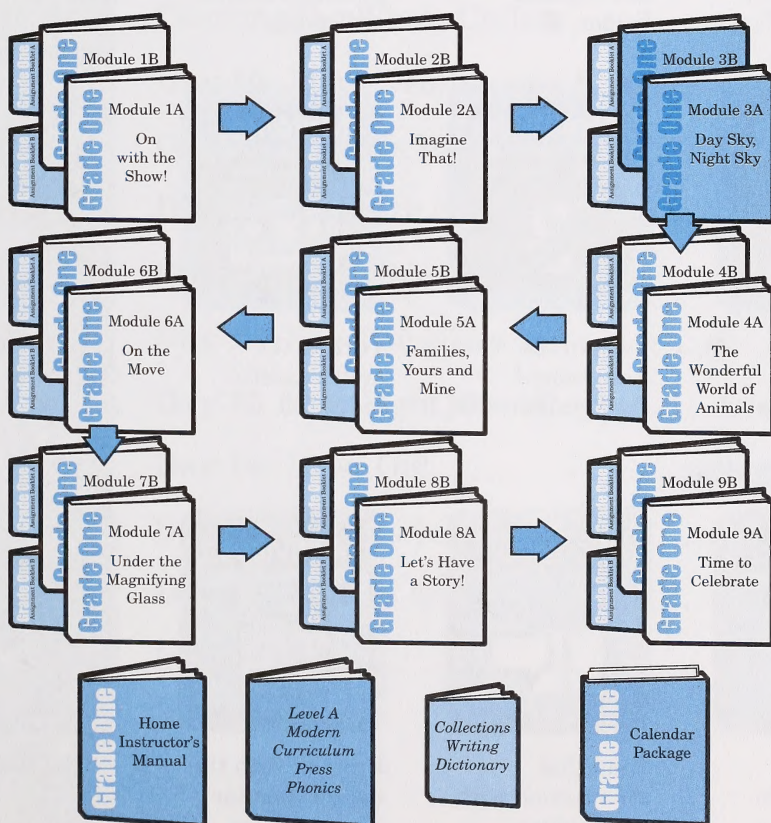


## Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.

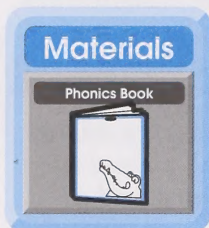




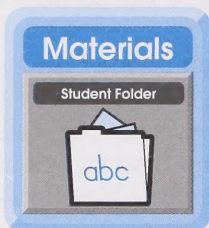
## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

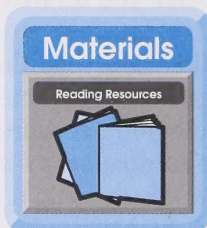
### Icons: Materials



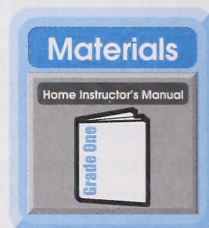
Turn to the  
*Level A: Modern Curriculum Press Phonics* book.



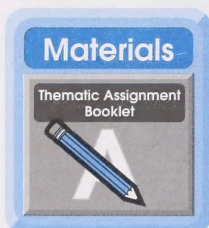
Place an item in the Student Folder.



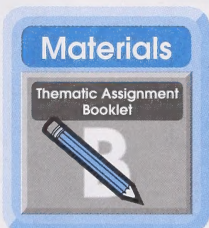
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



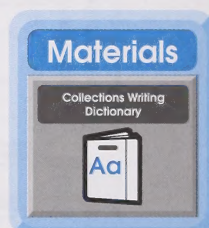
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.



Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

### Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.

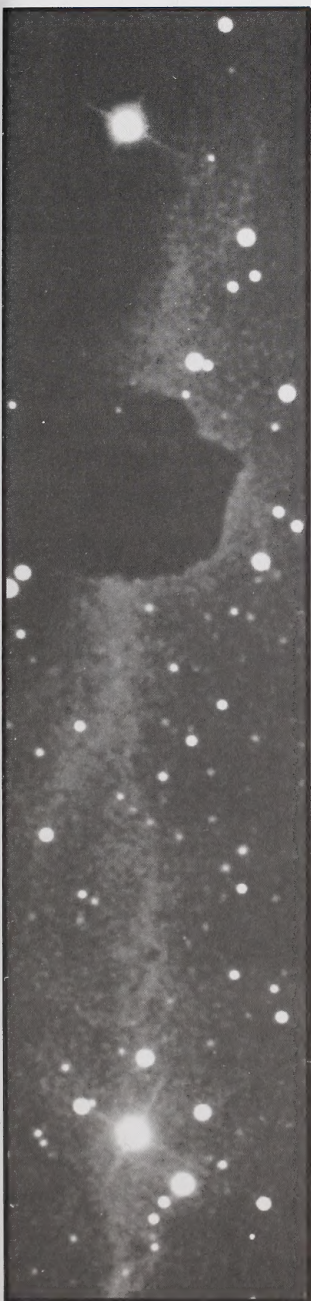


Access the Internet for the student. (This activity is always optional.)



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# Module 3 Overview

## Day Sky, Night Sky

Welcome skywatchers! By the end of this module, that title may well apply to you and your student.

Through the sense of sight, your student will discover that the sky is an ever-changing panorama and notice the contrast between daytime and nighttime sky. Day Sky, Night Sky may stir up more questions than answers, but isn't that what learning is about?

Your student will be challenged to imagine—an ability that was emphasized in Module 2, *Imagine That!* In this module, you'll read non-fiction materials for fact and stories and poems for fancy. Our universe is big enough to capture both scientific and creative minds.



Day sky

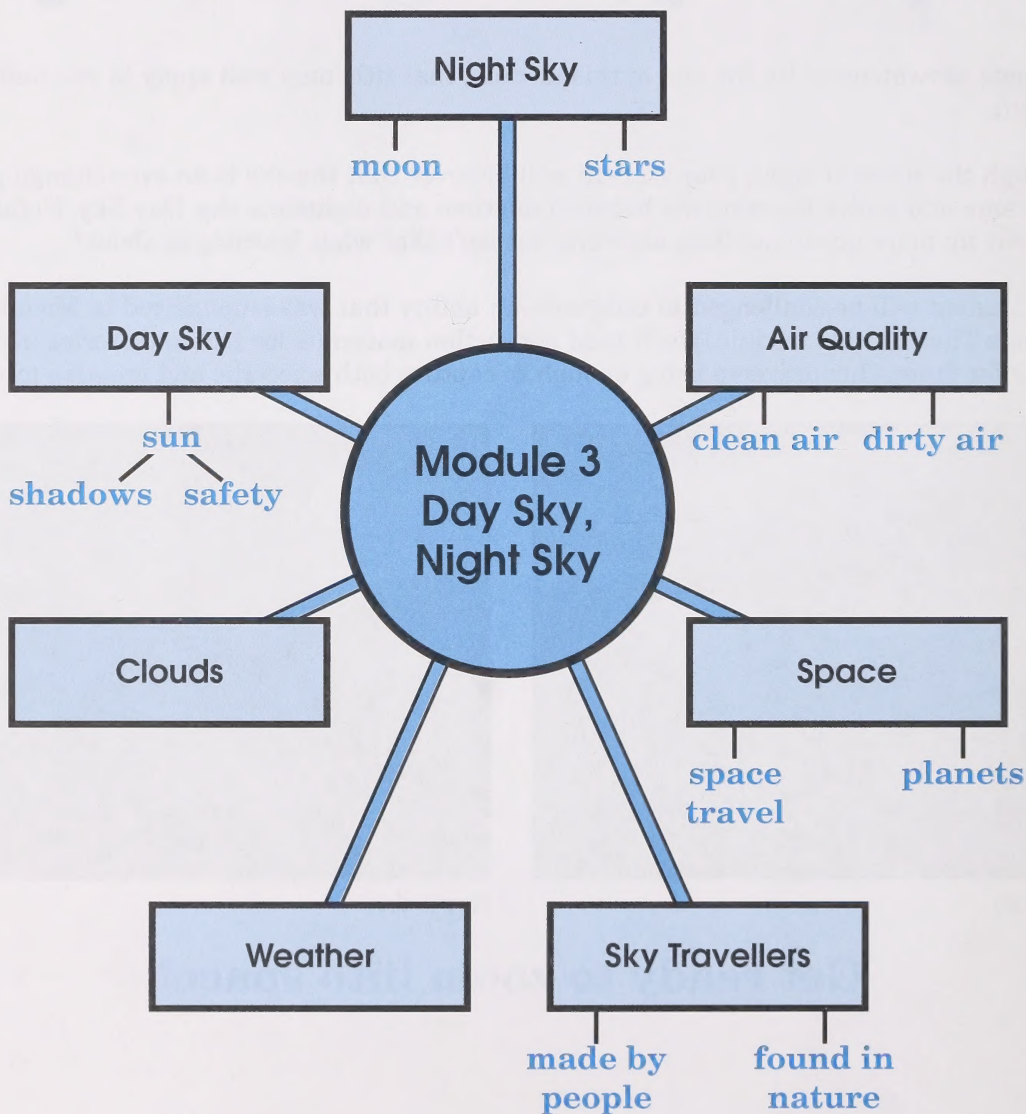


Night sky

**Get ready to zoom into space!**

## Module Web Chart

This chart highlights the main thematic topics for this module.





## Module Skills and Concepts

While piquing your student's curiosity, sharpening observation skills, and having fun, you will meet many curriculum objectives. Science will integrate with language arts and other subject learning to challenge the student to move ahead in many areas of academic and personal growth.

Your student will accomplish the goals and concepts listed below. It is impossible to list all the learning that takes place in an integrated module. Learning leads to more learning. Just as you may record a child's first words when learning to talk, you will soon give up, as it is no longer possible to record each spoken word.

Since it is not possible to anticipate how far this module will take you, the skills and topics that follow are only a sample of the learning that will take place.

### Language Arts Skills

- **Reading**—exploring various styles of literature, such as nursery rhymes, poems, riddles, stories, and non-fiction; locating information in a variety of sources; developing knowledge of book elements, such as title, author, table of contents, cover; using a variety of strategies, such as making predictions, rereading, and reading ahead
- **Writing**—sequencing story parts; writing a pattern poem, non-fiction booklet, chart, and journal; capitalizing the first letter of a sentence and the word **I**; punctuating sentence endings
- **Speaking and Listening**—describing observations; generating ideas on a given topic (brainstorming); sharing personal experiences; interviewing a friend; following spoken directions for projects and research
- **Viewing and Representing**—seeking information using a variety of visual sources; being attentive during listening and viewing activities; using a variety of media techniques such as charts, posters, and models to convey ideas
- **Printing**—practising letter formation, spacing, and alignment; printing the alphabet in capital and lower-case letters
- **Phonics**—recognizing consonants in the middle of words; working with short vowels (**a, e, i, o, u**); working with rhyming words and word families; recognizing some letter combinations, such as **ou, th, ea**
- **Spelling Words**—spelling **the, I, in, is, it, and if**; growing independence in spelling by using the *Collections Writing Dictionary*, known words, and constructed spelling

- **Sight Words**—working on mastery of high-frequency words **they, we, were, up, but, your, their, said, will, out, about, each, how, all, these, them, then, any, and many**

## Other Subject Skills

- **Science**—observing and describing; experimenting with colour and light; experimenting with air; researching planets; constructing model aircraft or spacecraft; identifying component parts of personally constructed objects; following simple procedures where instructions are given one at a time; constructing with recyclable materials
- **Drama**—participating in action songs; developing general speaking skills; responding to stimuli, such as music and literature; using dramatic play to develop and exercise imagination; playing to empathize with the situation of others; using dramatic movement to investigate the environment
- **Visual Arts**—representing observations, including horizon in landscape; creating collages; creating forms running off the page; overlapping; stepping back for appraisal; finishing touches; displaying artwork; painting in response to music
- **Music**—physically responding to the beat; responding to music individually; participating in action songs and singing games; singing in tune
- **Health and Life Skills**—relating to others; recognizing and accepting feelings; developing awareness of air quality; working on calendar activities and measurement of time; examining decisions and choices; sequencing time-related elements (daily activities, days, weeks, months, seasons)
- **Physical Education**—demonstrating basic gymnastics skills, such as balancing and using different body parts; recognizing the importance of physical activity; practising and performing a chosen movement sequence

## Technical Skills (optional)

- **Computer**—using a CD-ROM to find information about a given topic; using a word processor for short items like titles or captions

**Note:** Students are not expected to master all of these concepts and skills at this time but will **work toward mastery** throughout the program.



# Module Materials

## Books

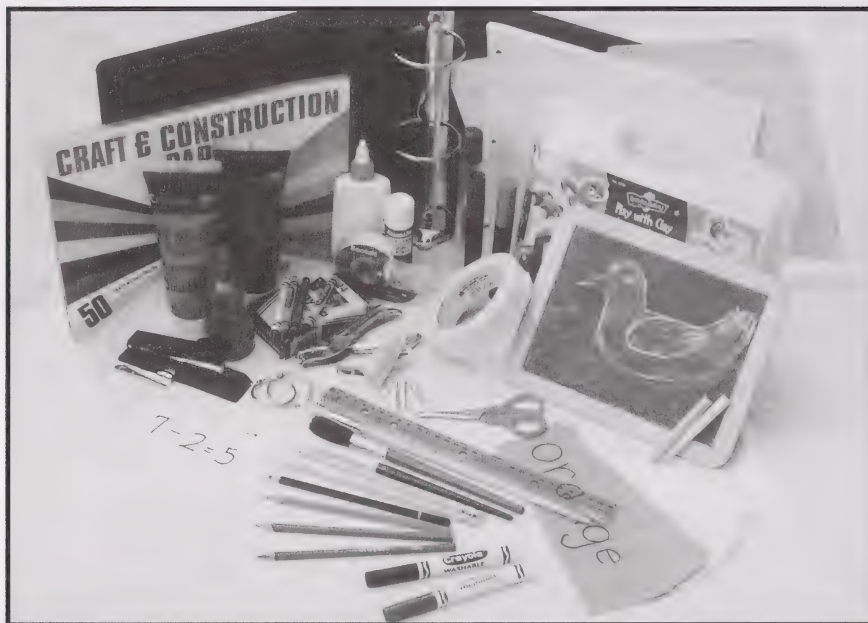
- *Level A: Modern Curriculum Press Phonics*, selected pages
- *Collections Writing Dictionary*
- *Collections: It Looks Like*
- *Collections: Too Silly*
- *Collections: Under My Hood*
- *Dive In* (Nelson Language Arts Series)
- *Swing In* (Nelson Language Arts Series)
- *Toes in My Nose* by Sheree Fitch
- *Zoom In* (Nelson Language Arts Series)

## Audio and Video Resources

- *Classics for Children* by RCA Victor (compact disc)
- *Singable Songs for the Very Young* by Raffi (optional audiocassette)
- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



### Materials

Home Instructor's Manual



See the Home Instructor's Manual for further information on the Master List of Required Materials.



## Student Folder

### Materials

Student Folder



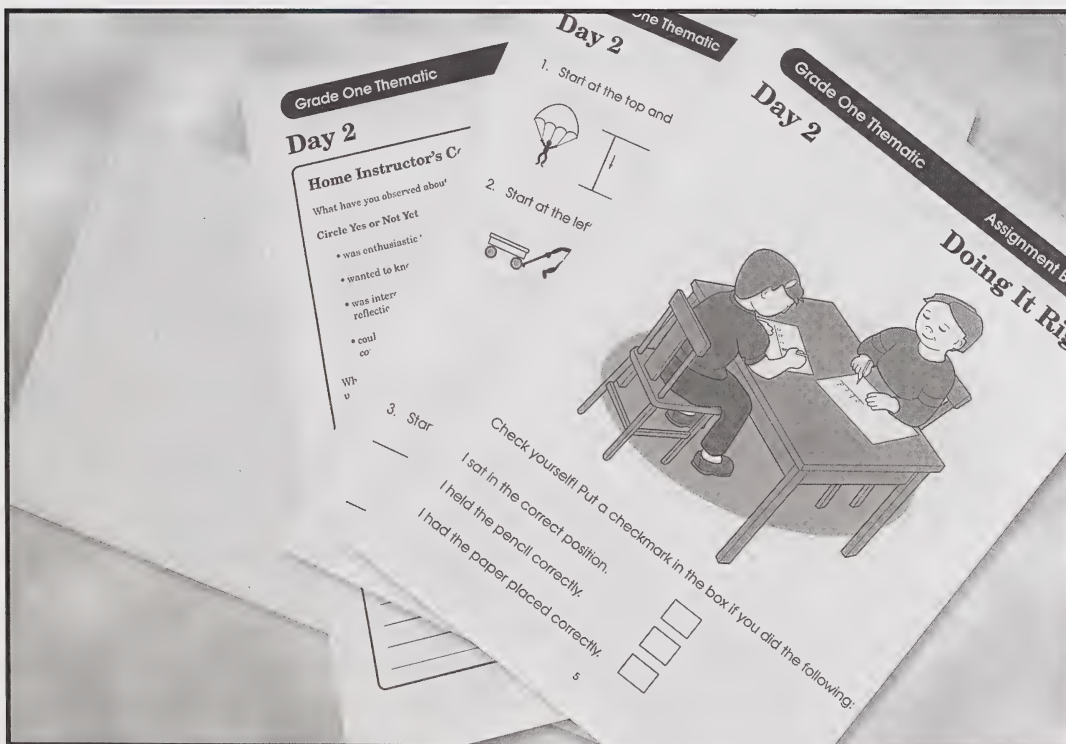
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

### Materials

Home Instructor's Manual



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



## Additional Resources



The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities.

### Books

#### Alphabet

*Alphabatics* by Suse MacDonald

*Tomorrow's Alphabet* by George Shannon and Donald Crews

#### Clouds

*Cloudland* by John Burningham

*Cloudy with a Chance of Meatballs* by Judi Barrett

*Little Cloud* by Eric Carle

*The Cloud Book* by Tomie de Paola

#### Flying

*Airplanes* by Byron Barton

*Airport* by Byron Barton

*Flying* by Gail Gibbons

*Let's Fly from A to Z* by Doug Magee and Robert Newman

*Little Plane* by Michel Gay

*Old Black Fly* by Jim Aylesworth

*Planes* by Anne Rockwell

*The Balloon Tree* by Phoebe Gilman

#### Moon

*Airmail to the Moon* by Tom Birdseye

*Goodnight Moon* by M. W. Brown

*Happy Birthday, Moon* by Frank Asch

*If I Were the Moon* by Sheree Fitch

*Moongame* by Frank Asch

*Moonlight* by Jan Ormerod

*Owl Moon* by Jane Yolen

*Papa, Please Get the Moon for Me* by Eric Carle

*What the Moon Saw* by Brian Wildsmith



## Nocturnal Animals

*The Dark* by Robert Munsch  
*Good Night, Owl* by Pat Hutchins  
*Nocturne* by Jane Yolen  
*Stellaluna* by Janell Cannon

## Pollution

*It's My Earth, Too: How I Can Help the Earth Stay Alive* by Kathleen Krull  
*Mother Earth* by Nancy Luenn  
*Zebo and the Dirty Planet* by Kim Fernandes

## Rain

*Annie's Rainbow* by Ron Brooks  
*A Rainbow of His Own* by Don Freeman  
*Bringing the Rain to Kapiti Plain*  
by Verna Aardema  
*It's Raining, It's Pouring* by Andrea Spalding  
*We Hate Rain* by James Stevenson  
*When It Rains, It Rains* by Bill Martin, Jr.

## Snow

*Norman's Snowball* by Hazel Hutchins  
*Snowballs* by Lois Ehlert  
*Snow Day* by Moria Fain  
*The Big Storm* by Rhea Tregebov  
*The Snowy Day* by Ezra Jack Keats

## Space

*Amazing Space Facts* by Dinah L. Moche  
*Beyond the Milky Way* by Cecile Schoberle  
*Blast Off to Earth* by Loreen Leedy  
*If You Were an Astronaut* by Dinah L. Moche  
*I Want to Be an Astronaut* by Byron Barton  
*My First Book About Space: A Question and Answer Book* by Dinah L. Moche  
*Our Solar System* by Seymour Simon  
*Professor Noah's Spaceship* by Brian Wildsmith  
*Seeing Earth from Space* by Patricia Lauber  
*Space Case* by Edward Marshall  
*The Magic School Bus Gets Lost in Space* by Joanna Cole  
*The Planets* by Anne Welsbacher  
*The Solar System* by Anne Welsbacher

## Stars

*Dot to Dot in the Sky: Stories in the Stars*  
by Joan Hinz  
*Draw Me a Star* by Eric Carle  
*Stargazers* by Gail Gibbons

## Sun

*Let's Look Up: The Sun* by Denny Robson  
*Simple Science: Day and Night*, edited  
by Catherine Baxter  
*Sunshine* by Jan Ormerod  
*The Sun* by Seymour Simon  
*Wake Up, Jeremiah* by Ronald Himler  
*Where Does the Sun Go at Night?* by Mirra Ginsburg

## Weather

*The Storm* by W. Nikola-Lisa  
*Weather* by Jan Pienkowski  
*Weather* by T. Kierein  
*Weather*, illustrated by Sophie Kniffke  
*Weather Everywhere* by D. Casey  
*Weather Words* by Gail Gibbons

## Wind

*The Very Windy Day* by Elizabeth MacDonald  
*Wind, What Can It Do?* by Janet McDonnell

## Rhyming Books

*Cat in the Hat* by Dr. Seuss  
*Hello, Cat, You Need a Hat* by Rita Golden Gelman  
*Hop on Pop* by Dr. Seuss  
*More Spaghetti, I Say* by Rita Golden Gelman  
*Mr. Brown Can Moo! Can You?* by Dr. Seuss  
*One Sun: A Book of Terse Verse* by Bruce McMillan  
*The Foot Book* by Dr. Seuss

## Computer Software

*Encarta Encyclopedia 97*, Microsoft Corporation, 1996.  
*The Magic School Bus Explores the Solar System*.  
Microsoft Corporation, 1994. Copyright 1994  
Scholastic, Inc. Based on The Magic School Bus  
Series by Joanna Cole and Bruce Degen.  
*Treasure Galaxy*. The Learning Company, 1994.

## Videocassettes

*Bringing the Rain to Kapiti Plain* by Verna  
Aardema  
*Magic School Bus: Gets Lost in Space* by Joanna  
Cole and Bruce Degen. 30 min. New York: A  
Warner Music Group Company. 1995  
*Magic School Bus: Kicks Up a Storm*  
*Magic School Bus: Out of This World*  
*Magic School Bus: Taking Flight*  
*The North Wind and the Sun: A Fable* by Aesop,  
produced by Robert Verral. 2 min. 53 sec. Montreal:  
National Film Board of Canada. 1994.

## Internet Websites (optional)

Canadian Weather Network  
<http://www.theweathernetwork.com>

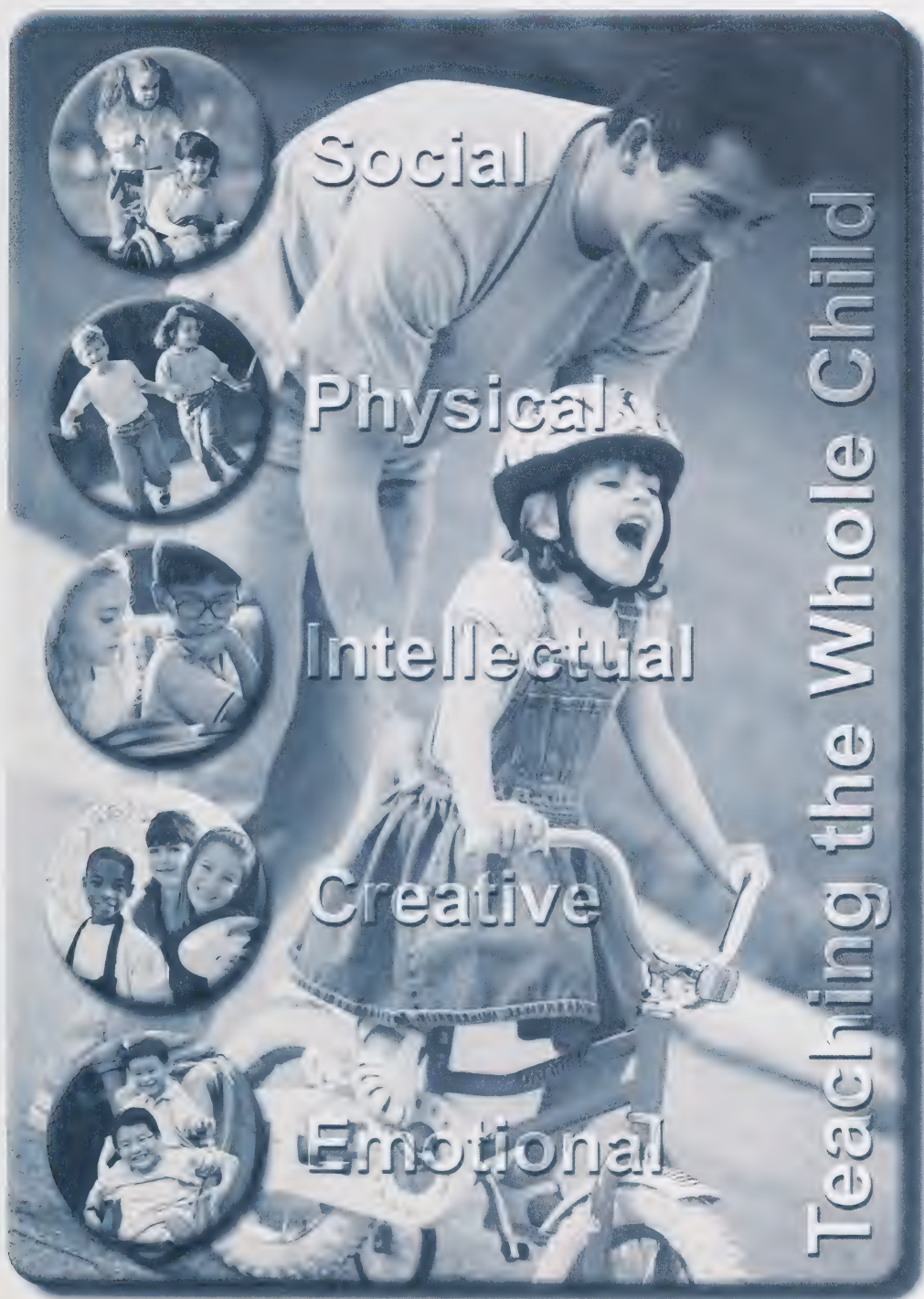
Earth and Moon  
<http://www.fourmilab.ch/earthview/vplanet.html>

The Solar Simulator  
<http://space.jpl.nasa.gov/>

Tonight's Sky  
<http://www.earthsky.com/Features/Skywatching/>  
<http://www.currentsky.com>  
<http://www.seds.org/billa/tnp>  
<http://www.hmi.org/coolscience/airjunk/index.html>

Website for author Sheree Fitch  
<http://www.chebucto.ns.ca/culture/WFNS/Writers/sfitch>





# More Weather and Flight

Throughout the second half of this module, you will continue to collect materials for your Grand Finale. Have you started planning the details by answering these questions?

- When?
- What?
- Where?
- Who?

It's a good idea to hold the event shortly before submitting Module 3B assignments for marking. Time will be given on Day 18 to set up and organize the materials. You may wish to call and notify the teacher of the date of your Grand Finale.



Today your student will record a reading of a story from Day 9 on the weather theme. Music and Movement involves more jumping exercises that will have your student almost flying.

On the topic of flight, Project Time choices could be uplifting. Your student will make a collage of flying machines or set up an imaginary flying trip as dramatic play.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 111 to 114
- cassette recorder and blank tapes
- “My Weather Diary” from the *Collections* book *Under My Hood*.

### Music and Movement

- recorded music suitable for make-believe flight

### Math Time

- See Mathematics Module 3, Day 10.

### Silent Reading Time

- books, magazines, or other favourite reading material

### Project Time

#### Project Choice 1: Flying Machine Collage

- one piece of art paper
- scraps of construction paper, fabric, buttons, magazine pictures, and other odds and ends

#### Project Choice 2: Fly Away

- props as needed

### Let's Look Back

- Thematic Assignment Booklet 3B  
– Day 10: Learning Log

### Story Time

- mutually chosen reading material

### Activities

#### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

As mentioned earlier in the program, Calendar Time will sometimes be left open-ended in order to allow more flexibility. Accordingly, each family will be better able to highlight events and holidays that are important to them. As home instructor, you will be aware of the calendar activities that would best meet the needs of your student.

## Focus for Today

### Materials

Thematic Assignment  
Booklet



The focus for today is on your student's **oral reading**. You will prepare a cassette tape of your student reading a portion of "My Weather Diary." To prepare yourself for this evaluation, turn to Thematic Assignment Booklet 3B to Day 10: Learning Log.





## Language Arts

**Time recommended: 35 minutes**

### Word Study

On coloured index cards, print the high-frequency words **out** and **about**. Test your student's ability to recognize the words at a glance. If the student cannot read the words without sounding them out, more practice will be needed.

out

about

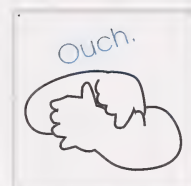
Have your student pay particular attention to the **ou** letter combination in each word, which may be referred to as the “pinch sound.” You may ask the child, “What would you say if you were pinched?” The youngster will, no doubt, reply, “Ouch!”

You may also have the student practise the sound while looking in a mirror. Talk about the position of the mouth and tongue when saying the sound.

ou



Pinch your arm lightly and say, “Ouch!”



Underline the **ou** part of the word, as shown below, for further emphasis of the sound.

out

oubt

Draw the student's attention to the curved lines under **about**, which indicate that the word has two beats or syllables. More information on syllables will be given in future modules.

Should your student not require instruction on the given words, place the words in the personal word bank. Then encourage a personal choice of words to study. Remember to print these words on white index cards so they can be easily separated from the high-frequency words. Have the student print any new words in the *Collections Writing Dictionary*.



## Phonics and Printing

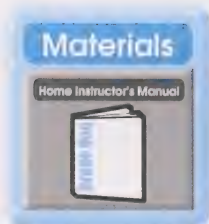
Take a few minutes to review the alphabet. Does your student know

- the names of all the letters
- the sounds that the letters make
- that there are 26 letters in the alphabet

Review the fact that most of the letters are consonants, except for the vowels **a, e, i, o, u**, and sometimes **y**.

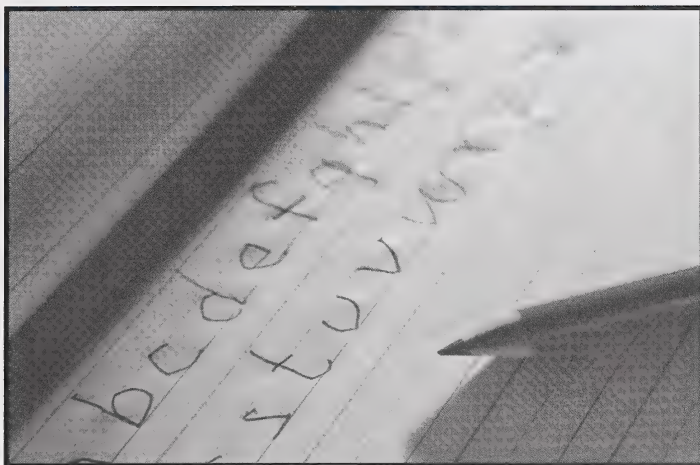
In order to help your student visually separate the vowels from the consonants, have the child print the alphabet. Then ask the student to mark the vowels by using a different colour or by underlining.

a b c d e f g h i j k l m n o p q r s t u v w x <sup>y</sup> z



Notice that the letter **y** acts as both a consonant and a vowel. Study the key words that follow. For more information, refer to the Key Words and Actions Guide in the Home Instructor's Manual.





**Y** is a **consonant** in words that **begin** with **y**.



**Y** is a **vowel** in words that **end** with **y**.



Sometimes the vowel **y** says “i” as in **fly**. Sometimes the vowel **y** says “e” as in **funny**.

## Materials

Phonics Book



Turn to pages 111, 112, and 113 in *Level A: Modern Curriculum Press Phonics*. Read the directions for each page and then encourage independent work. Mark each page and discuss any necessary corrections. Re-mark each page in a different-coloured pen before going on to the next page.

This activity will be the printing exercise for today. Remind your student to take special care in forming and spacing the letters.

## Enrichment (optional)

Page 114 in the phonics book offers more practice with “short u” words. Do this page as time allows. Although some students will benefit from additional practice, this activity is not a required assignment.

## Materials

Student Folder



Label the top of the phonics pages with the student’s full name and M3D10 and place in the Student Folder.

Look at the **mixed-up word families** that follow. Usually word families rhyme and only the first letter is different. In these mixed-up word families, the middle letter (vowel) changes, but all other letters stay the same.

bag

lack

big

lick

bug

luck

pan

sang

pin

sing

pun

sung

rag

track

rig

trick

rug

truck

Try a “mix-up” of your own. Start with *sack*, *sap*, *bat*, or one of your own that works. It is not necessary to submit this assignment.



## Music and Movement

**Time recommended: 10–15 minutes**

On Day 9, your student may have done some jumping movements. Today the student will review some of those movements and try new ones. Be sure your student has a safe place for jumping and landing. Remind the student to land with bent or “squishy” knees.

If the student is unable to jump, substitute a suitable movement. Have the student do some stretches before beginning.

Your student could try these jumping exercises on the floor.

- Jump from one spot to another, taking off and landing on two feet.
- Jump from one spot to another, taking off on one foot and landing on the other.
- Run and jump.
- Do ski hops. (With feet together, jump to the side and back again to the original spot.) Keep going for several jumps.



Next, ask your student to try these jumping activities from a low stool. Be sure that the stool will not slide when the child jumps. Supervise for safety. The student should land on both feet for these jumps. Read the following commands to your student:



- Jump and land with “squishy” knees.
- Jump and make a wide shape with your body and land.
- Jump and keep your body as narrow as possible and land.
- Jump and land crouched down low.
- Jump and land stretched up high.
- Jump and twirl in the air. Can you make a half turn before landing? Can you make it all the way around before landing?
- Think of other jumps to try.

Ask your student to choose three different movements or jumps to practise. These jumps can be performed for Sharing Time later today.

### Language Arts

**Time recommended: 60 minutes**

#### Reading



Reread the story “My Weather Diary” from the *Collections* book *Under My Hood*. Point out the names of the author and illustrator. Suggest that reading this story may be easier because the story is now familiar. When the student feels comfortable reading the story, together decide on a part of the story to record for the teacher.

**Note:** The reading may be recorded on audiocassette or videocassette.



### Activities

#### Teaching Tip



Remind the student that when a reader gets “stuck” on a word, the following cues, or prompts, could be used:

- Say the word slowly. Listen to each sound you hear.
- What is the first letter of the word? What sound does it make? Does this sound match the word you’re thinking of?
- Does the word sound right?
- What other word contains that sound? Do you know how to say and spell that word?
- Does the word make sense?
- Reread the sentence to check the word’s meaning.

### Materials

#### Student Folder



When you are finished with the taping, rewind it to the beginning of the reading so that it is ready for the teacher to play. Be sure the student’s full name and M3D10 is on the cassette before putting it into the Student Folder for mailing on Day 18.

### Journal Writing

Begin discussion about the daytime or nighttime sky with comments similar to the following.

What do you like most about studying the sky?  
Why?

Why is it important to study the sky? (Accept any reasonable answer, such as to find out about the weather, to learn more, because it’s pretty . . .)

What new information are you learning about the sky?

For Journal Writing, it is acceptable to change the topic to suit personal events and interests. Read ahead to get ideas on the stages of writing.

### Thinking About Writing

Through discussion, you have generated a few ideas about the sky. Now talk about which point(s) would be interesting to write about.

Have your student talk out loud about writing ideas. Encourage the student by asking personal questions like the ones that follow:

Let me see. What shall I say?

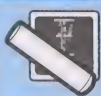
How could I start?

What else shall I say?



#### Activities

##### Teaching Tip



Remind your student that

- Writing is a way of making a record.
- Writing can keep thoughts and save messages.
- Writing can tell about experiences to remember and share with others.



### Actual Writing

Have your student write down what was planned. This could be a first draft. Then have the student read it back to you.

### Revision

Is there anything your student wants to add, delete, improve, or change in any way? For a beginning writer, the improvement may be modest, such as adding a describing word or two. For example,

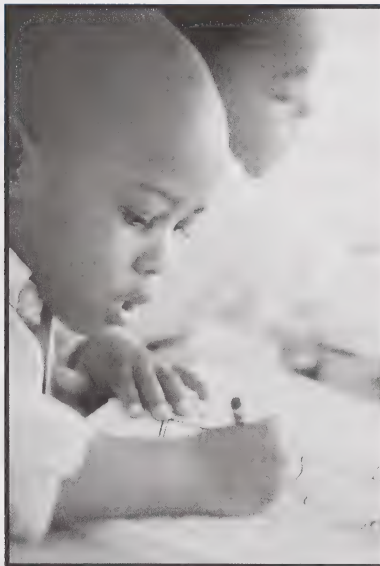
I saw the moon.

could become,

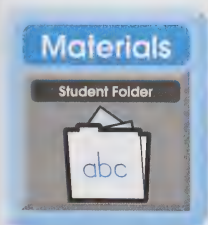
I saw the round and yellow moon.

or,

I saw the round and yellow moon behind the barn.



Encourage your student to add a drawing to the journal entry. Label the back of the page with the student's full name and M3D10 and place it in the Student Folder.



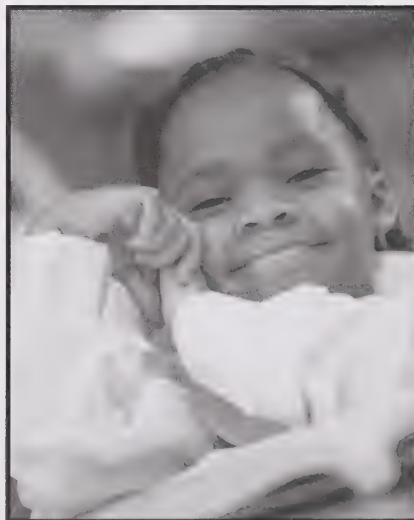
**Right now, it's time for lunch!**

**This afternoon, during Project Time, you will make a collage of a flying machine or do some “pretend” flying.**

## **Silent Reading**

**Time recommended: 5–10 minutes**

Silent Reading is one time when both you and your student read whatever you choose. The reading material does not have to be on the sky theme and may or may not be one of the thematic resources. If your student experiences difficulty with Silent Reading, consider taping your reading of stories. Then the student can silently listen while following along with the printed stories.



## **Math Time**

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 10.

## Project Time

**Time recommended: 50 minutes**

Look over the two projects that follow. Assist your student in deciding which project would work best for the two of you

### Activities

Teaching Tip



The opportunity to be part of the decision-making process often increases your student's enthusiasm and effort. Such inspiration can produce more rewarding results.

Save whatever you make during today's Project Time for your culminating display, which comes at the end of this module.

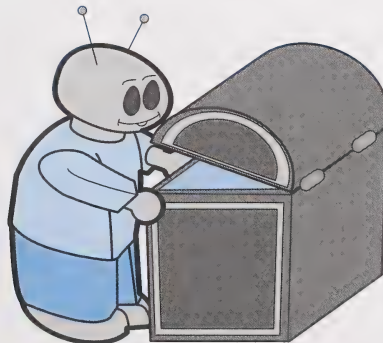
Since each of the activities is creative in nature, the materials listed in What You Need are merely suggestions. Refer to this list for ideas, but you are welcome to round up other supplies.

### Materials

Home Instructor's Manual



A Treasure Box of recyclable materials would come in very handy for your project. See the Art section of your Home Instructor's Manual for information on starting a Treasure Box.

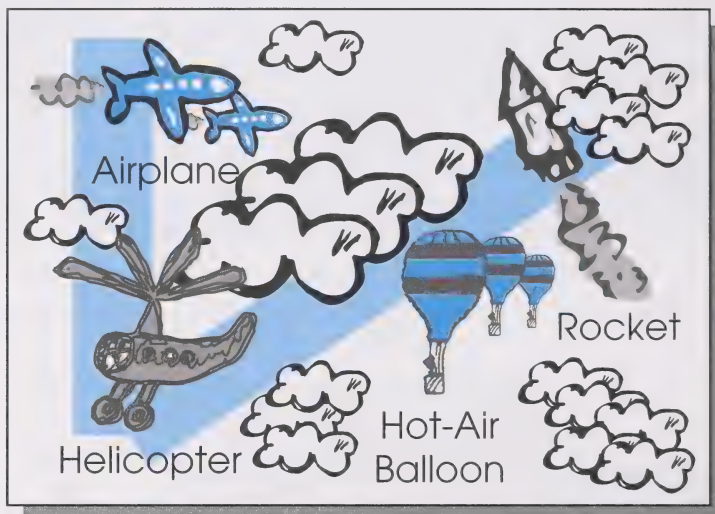




## Project Choice 1: Flying Machine Collage

Many children love to draw machines of flight. Today your student can draw and make a collage by adding a variety of scraps to give a three-dimensional effect to the picture.

Take out a piece of art paper. Invite the student to draw, with a felt pen, as many flying machines as come to mind. Encourage your artist to fill the whole paper and label each drawing.



The following tips will help to unify, or bring together, the various parts of the collage:

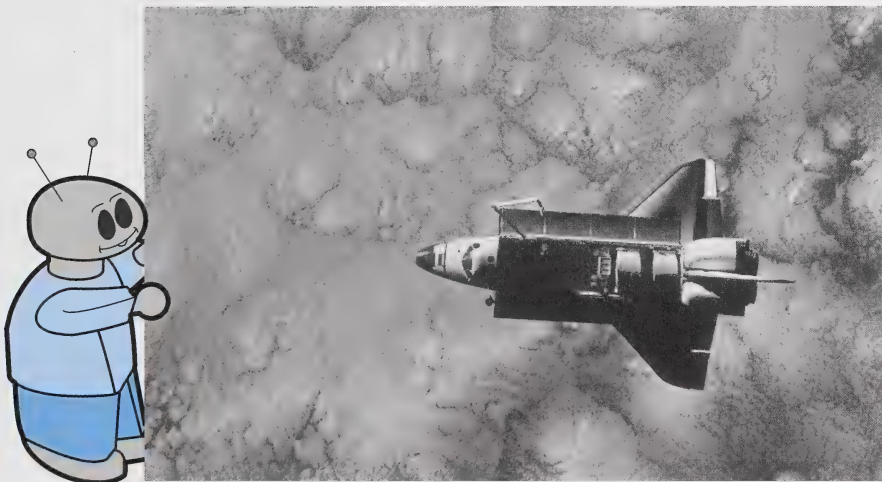
- Use related shapes, like different-shaped triangles, circles, or ovals.
- Overlap shapes and pictures.
- Repeat shapes, colours, or textures.
- Develop the subject of flying machines.



Label the back of the assignment with the student's full name and M3D10. Then, hang the collage up in the learning area so the whole family can enjoy it before placing it in the Student Folder.

## Project Choice 2: Fly Away!

For this project, your student will create a play about flying. Suggest inviting other family members, including pets and toys, to go on a journey. This journey can be in an airplane, a rocket ship, a helicopter, or whatever flying machine the student chooses to create.



Once your student has decided what kind of journey it will be, create any props needed—chairs for airplane seats, paper bags for helmets, and so on. The child might want to have everyone take turns being a pilot, passenger, or flight attendant. You might even want to have a snack or watch an in-flight movie! **Be sure to comment about this project in today's Learning Log.**

## Sharing Time

**Time recommended: flexible**

What would your student like to share?

- some jumps from Music and Movement
- a reading of the story "My Weather Diary"
- the chosen project

Give your student opportunities to be a listener or an audience member. What hobbies and talents can other family members or friends share?



### Let's Look Back

**Time recommended: 10 minutes**

As you talk about the day's activities, ask questions like the following in order to learn more about your student's developing skill in reading:

Do you enjoy studying rhyming words?

How did you like mixed-up word families?

Did you think it was hard or easy to read the story "My Weather Diary"? Why do you say that?

Do you feel comfortable reading on tape now?



When you come to a new word in your reading, what are some of the things you do to find out what the word is?

Do you think your reading is getting better?

How do you know?

Do you want to tell the teacher anything else about your reading?

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3B, Day 10: Learning Log. Fill out the checklist and comments sections.

## Story Time

### Time recommended: flexible

Devoting part of your day to Story Time can be enjoyable and rewarding for both of you. Even if your home has a good supply of books, you will expand your horizons by a visit to the school or public library.

### Materials

Reading Resources



A family who loves to read may want to begin a novel, such as Laura Ingalls Wilder's *Little House in the Big Woods* or *Charlotte's Web*, written by E. B. White.

Have you heard the traditional verse presented on the following page? This is one more selection on the topic of flight.



---

---

### Flying-man

---

---

Flying-man, Flying-man  
Up in the sky,  
Where are you going to  
Flying so high?

Over the mountains  
And over the sea,  
Flying-man, Flying-man  
Can't you take me?

---

---

Day 11 begins with a riddle:  
What is white and fluffy?

# What Is White and Fluffy?

Think about the question, What is white and fluffy? Have your student think of the possibilities. Now, refine your thinking—What is white and fluffy and has something to do with weather? See if your student can figure out two answers for this riddle by the end of the day.



## Materials

### Reading Resources



“Ricardo’s Writing” from the *Collections* book *Under My Hood* may lead you to possible answers for the riddle. Then you will find another poem in Reading that tells more about a white and fluffy substance. During Story Time, you may choose to model the reading of another *Collections* story on the topic “It Looks to Me Like a . . .”

The flight theme continues in Journal Writing, Music and Movement, and in an experiment for Project Time.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 115, 116, and 117
- Thematic Assignment Booklet 3B  
– Day 11: My “Short U” Word Family
- “Ricardo’s Writing” from the *Collections* book *Under My Hood*
- “First Snow” from *Zoom In*

### Music and Movement

- bench or stool

### Math Time

- See Mathematics Module 3, Day 11.

### Silent Reading Time

- books, magazines, or other favourite reading material

### Project Time

#### Balloon Experiment

- balloon
- straw
- string
- paper bag
- tape

### Story Time

- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

Your student should now be gaining independence in the following:

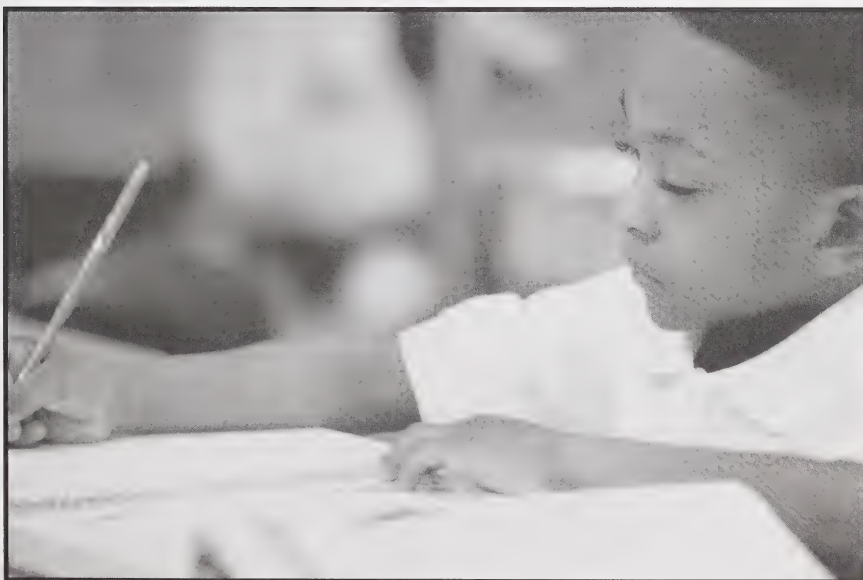
- printing the number for the day onto the calendar
- putting the weather symbol onto the calendar
- setting the pocket chart up with the correct date

Today	is	Tuesday	,	November	20	,	20XX
-------	----	---------	---	----------	----	---	------

## Focus for Today

Focus your observation on your student's **writing development** including the following:

- willingness to write
- understanding of the reason to write
- resourcefulness in spelling
- use of capital letters and end punctuation
- form of writing (printing, neatness)

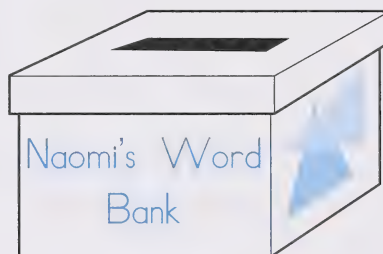


## Language Arts

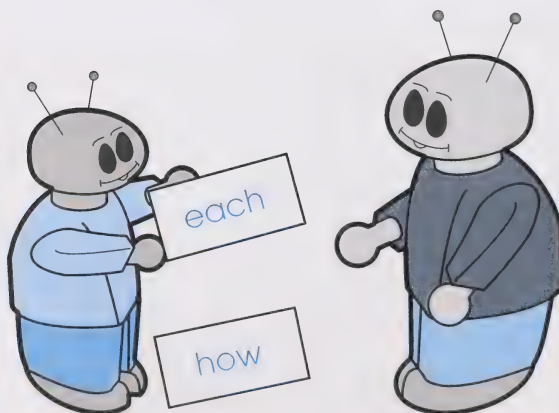
**Time Recommended: 35 minutes**

### Word Study

Print the high-frequency words **each** and **how** on coloured index cards. Test your student's ability to readily recognize the words. If your student identifies the words, place the cards in the personal word bank and have the student select two theme words to print on the white index cards.



If, on the other hand, your student cannot read them without hesitation, assist the student in learning about the words.



Identify letter combinations, like those shown below, to help sound out the word **each**.

ea ch

each





Review the following generalization for the word **each**.



When two vowels go walking,  
The first one usually does the talking  
And it says its name.  
The second one says nothing at all.



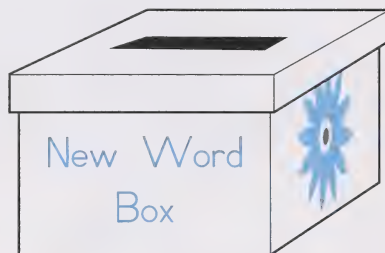
Then review the **choo-choo** word and action for the letter combination **ch**.

<p><b>ch</b></p>	<p><b>choo-choo</b></p> 	<p>Clench your fists and rotate your arms to indicate the wheels of a train.</p>	
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For the word **how**, review the slap sound for the **ow** letter combination.

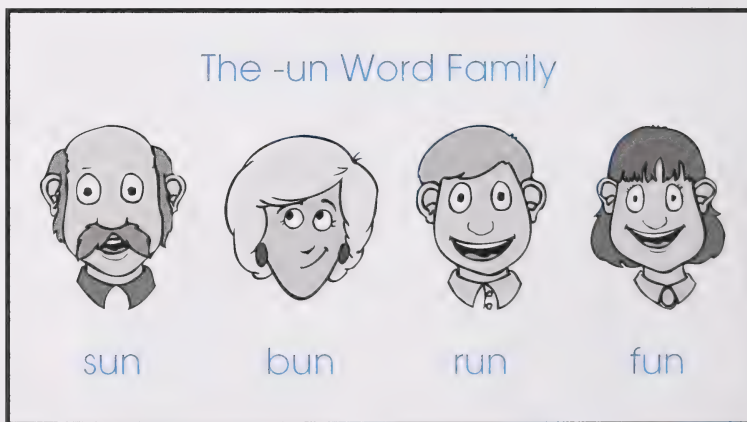
<p><b>ow</b></p>	<p><b>slap sound</b></p> 	<p>Slap your knee lightly and say a stretched-out "Ow!" sound.</p>	
------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------------------------

After studying the words, have the student place the index cards in the New Word Box. Take time to regularly review the words in the New Word Box and occasionally the ones in the personal word bank. Add any new words to the *Collections Writing Dictionary*.



### Phonics and Printing

During Day 10 phonics lesson, you were working with mixed-up word families, such as **bag**, **big**, and **bug**, where only the vowel changed. Today, you will work with word families where only the beginning sound changes. For example, **sun**, **bun**, and **run** are members of the **-un word family**.



Take out an unlined loose-leaf sheet, and make a chart of several word families that have a “short u” sound. Brainstorm to think of as many words as possible for each word family. Some word families are started on the following sample chart.

-um	-ust
gum	dust
-ub	-ug
rub	lug

What other words can you add to these families? Are you able to think of other word families with the “short u” sound?

Turn to page 115 in *Level A: Modern Curriculum Press Phonics*. Read the directions together and then encourage the child to complete the assignment independently. Mark the page. Have your student do any necessary corrections. Then re-mark corrected items with a different-coloured pen or crayon.

Continue with pages 116 and 117 in the same way. Your student may be able to read some of the words in the little story on page 117 independently. A more advanced student may be able to read the whole story without help.

Label each page with the student’s full name and M3D11 before placing them in the Student Folder.

Turn to Thematic Assignment Booklet 3B, Day 11: My “Short U” Word Family and complete as directed.

## Materials

Phonics Book



## Materials

Student Folder



## Materials

Thematic Assignment Booklet





## Music and Movement

**Time recommended: 10–15 minutes**

Have your student pretend to be an airplane, a kite, a helicopter, or a flying balloon. Analyze these flying objects according to the following criteria:

- noise
- movement
- speed
- appearance



Examining the way each machine operates will help the student imitate that particular machine. Move freely about the room or the yard, pretending to be each of several vehicles of flight. The student can also balance on a bench or a stool to give the idea of flying.

**Supervise this activity carefully and talk to your student about why some actions are unsafe.**

Here are two verses that might suit your student's motions.

---

**Airplane, airplane,  
Go so fast.  
Airplane, airplane,  
Go far away.  
Airplane, airplane,  
What can I say?**



**Helicopter, helicopter,  
Go so fast.  
Helicopter, helicopter,  
Turn around.  
Helicopter, helicopter,  
Touch the ground.**

---

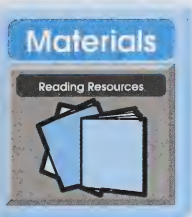


Can you think of other verses to suit your movement activity?

## Language Arts

Time recommended: 60 minutes

### Reading



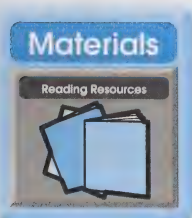
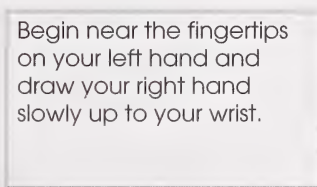
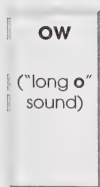
Turn to the back cover of the *Collections* book *Under My Hood* where you will find “Ricardo’s Writing.” From the information on the page, discuss what we know about Ricardo. Then look at his drawing and see what information you can glean from the illustration.

Before reading the whole text, have your student look through the writing for known words. Use the following script to guide your student.

Do you see any sky words in the story?

Show me some words you already know.

Read the text together while tracking or pointing to each word. After the reading, do any word work needed. For example, the word **snow** has the **ow** letter combination that says the “long o” sound rather than the slap sound. From the Key Words and Actions Guide, you will see how the word **slow** is said in sign language. Try the sign.



**Snow** and **slow** are members of the same word family. Can you think of others?

For more writing about snow, turn to “First Snow” by Marie Louise Allen, found in *Zoom In*. Have your student look for the poem on the Table of Contents page.

Before reading the poem, look at the illustration and ask your student the following questions:

What do the bushes in the picture look like?

The poet in the story thinks the bushes look like popcorn balls.

Have you ever tasted a popcorn ball?

Read the poem, again tracking the text. If your student does not recognize most of the words easily, it will be better for you to read the poem.

After the reading do the following:

- Review familiar words like **the**, **it**, **and**, **like**, **play**, and **I**.
- Look for rhyming words.
- Discuss how the poet describes a fresh snowfall.

### Writer's Workshop

On Day 10, you were talking about various flying machines. Today you will talk about flying with balloons.

The following script may be used to begin your discussion.

On Day 10, we were  
talking about machines  
that fly.

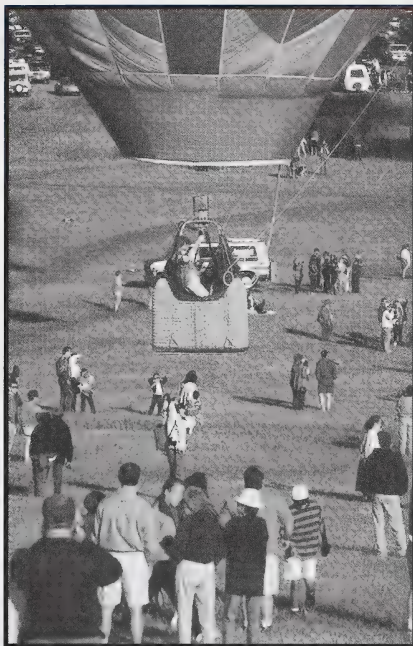
Did you mention flying in  
a balloon?

This is not the kind of  
balloon that you blow up.

This is a big balloon that  
has a basket where  
people can sit.







We call it a hot-air balloon.

Have you ever seen anyone flying in this kind of balloon?

How do you think it would feel to fly in a balloon?

Where would you go and what would you see? You could make those thoughts into an interesting story.

Why don't you write about the adventure you would have if you went on a balloon trip?

Would you like to write your story first or draw your picture first?

## Day 11 • What Is White and Fluffy?

Encourage your student to rehearse what to write. You may refer back to Day 10: Journal Writing for ideas about

- thinking about writing
- actual writing
- revisions

To foster independence in writing, remind your student to

- refer to charts
- find a word in the word bank
- look for words in the *Collections Writing Dictionary*

### Activities

Spelling Tip



Encourage your student to use constructed spelling. For this method, the student sounds out the word and prints the letters accordingly.

When the word is written down, it may look right to the writer. If the writer is not sure that he or she has used standard spelling, the writer underlines the word as a reminder to check after the composition is finished. A word underlined for this

purpose can also be referred to as a temporary spelling.

Constructed spelling helps the student maintain momentum for writing. Although the technique requires practice and reinforcement to be used successfully, both you and the student will later appreciate its value.

Constructed spelling fosters independence and self-evaluation as well as a phonetic approach to spelling. The student learns to ask, "Did I spell that right, or should I check it later?"

### Materials

Student Folder



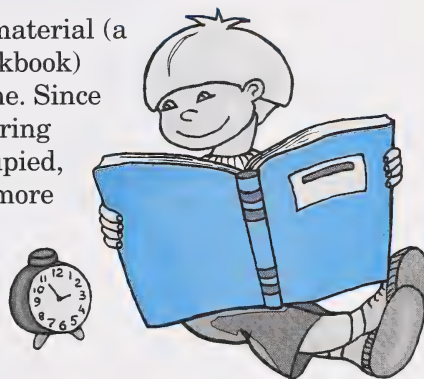
After the work is finished and read aloud, label the page with the student's full name and M3D11, and place it in the Student Folder.

## Silent Reading

**Time recommended: 5–10 minutes**

While you organize your reading material (a book, magazine, newspaper, or cookbook) remind your student to do the same. Since you are both responsible for preparing enough literature to keep you occupied, your student might want to have more than one book.

Familiar reading resources or recorded stories may bolster the student's confidence.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 11.

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## Project Time

**Time recommended: 50 minutes**

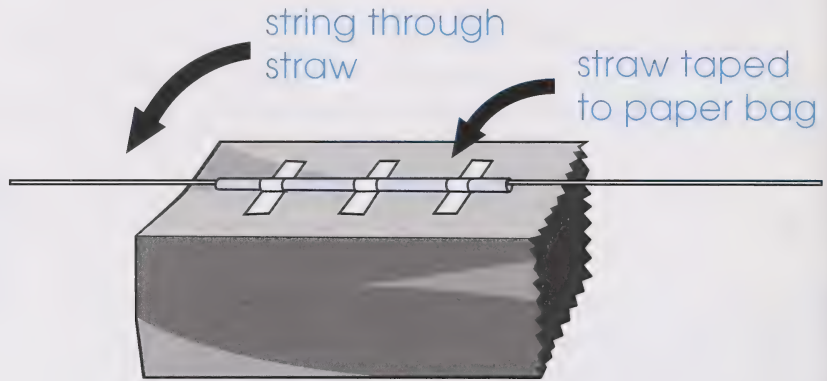
### Balloon Experiment

Although there are experiments that show the principle of how hot-air balloons operate, they are not recommended for young children because they require heat or flammable substances. Instead, you will do an experiment that shows how air in a balloon can make an object move.

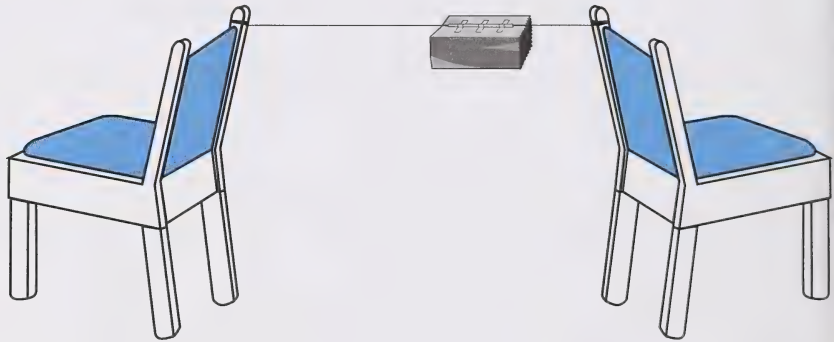


## Day 11 • What Is White and Fluffy?

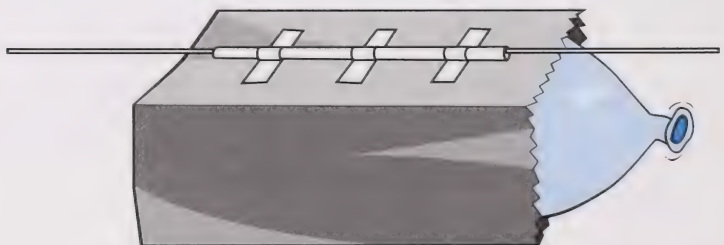
Once you have assembled the materials listed in What You Need, put the string through the straw. Tape the straw onto one side of the paper bag, as shown in the first diagram.



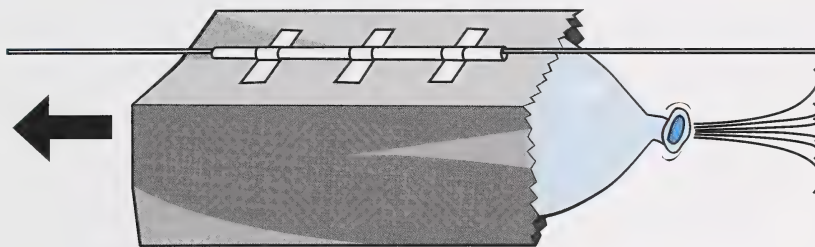
Now help the student tie the string between two chairs, and slide the bag close to one of the chairs.



Ask your student to **predict** what will happen when a balloon is placed inside the bag and then inflated, or blown up. Now, place the balloon inside the bag and blow it up. Let go of the balloon. The force of the air escaping the balloon should move the bag toward the other chair.



Ask your student to explain what happened and help as necessary. Try the experiment a few more times.



### Enrichment (optional)

Is your student curious about how hot-air balloons work? The ultimate experience would be, of course, to ride in one. Since that is not feasible for most students, what methods of research are possible?

Consider a trip to the library for books (fiction and non-fiction), videocassettes, posters, or children's magazine articles that might include hot-air balloons.

## Sharing Time

### Time recommended: flexible

Going back over today's activities, what would your student like to share with family or friends?

- a flying machine from Music and Movement
- the reading of a poem
- the balloon experiment
- another personal achievement

## Let's Look Back

**Time recommended: 10 minutes**

To learn more about your student's developing skills in writing, ask questions similar to the following. Encourage reflection in general terms about the day.

Is writing becoming easier for you?

Did you enjoy writing about a balloon trip?  
Explain what you liked or didn't like about the assignment.

We have read some stories that have rhyming lines. (Show examples like "First Snow.") Why do you think an author would write with rhymes?

What are some things you have to know when you write? (how to spell words; how to use capitals, periods, and question marks; how to write a sentence)





Is spelling getting easier for you? Why? or Why not?

Do you want to tell the teacher anything else about your writing?

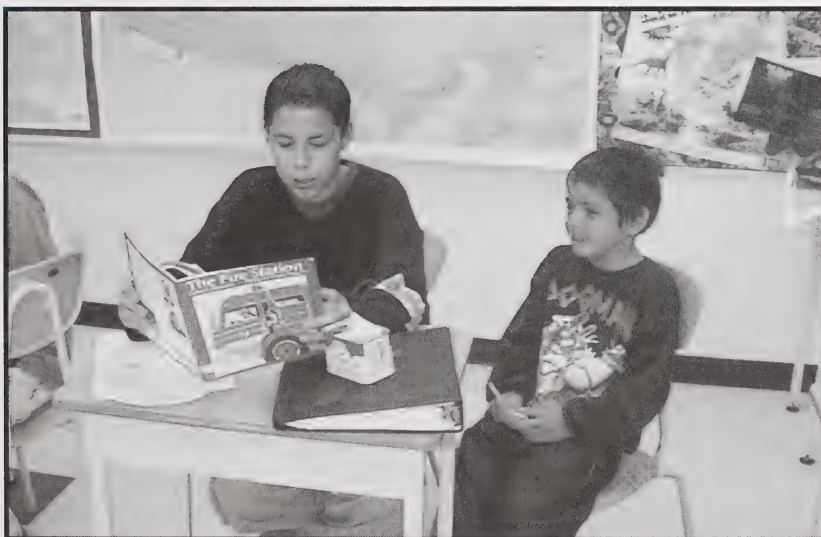
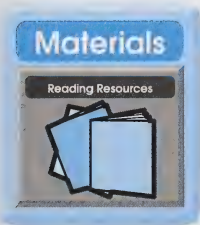
Do you have any questions to ask?

There is no Learning Log for today. Any additional comments or questions, however, are always welcome.

### Story Time

**Time recommended: flexible**

You may choose your own favourites, but to help you find out What Is White and Fluffy? read “It Looks to Me Like a . . .” found in the *Collections* anthology *It Looks Like . . .* Did you figure out the answer to the riddle?



**More fresh air to come in Day 12.**

# A Breath of Fresh Air!



Windmill

Many poets show a fascination with the wind. Today your student will read what some poets have to say about air and wind.

Project choices are science-focused. The first project choice helps the student discover different places air can be. The last two choices require observation of what air can do. Air can turn objects around, fly them or lift them. Before the actual experiment is done, the student will be asked to predict, or **hypothesize**, what will happen.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 121 to 124
- spelling notebook
- book of nursery rhymes
- Thematic Assignment Booklet 3B
  - Day 12: Printing On and Off
  - Day 12: Prediction
- “White Sheep, White Sheep” by Christina Rossetti, found in Module 3: Day 7

### Music and Movement

- newspaper or magazine
- paper for folded fan

### Silent Reading Time

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3, Day 12.

### Project Time

#### Project Choice 1: Where Is Air?

- clear plastic bag with a twist tie

#### Project Choice 2: Moving Air

- straw
- feather or tissue
- one or two pieces of construction paper cut into a square shape
- white glue or tape
- straight pin
- small piece of tape
- pencil with eraser or a straw

#### Project Choice 3: Can Air Lift Things?

- plastic bag
- straw
- tape
- objects of different weights (e.g. toys, utensils, books)

### Let's Look Back

- Thematic Assignment Booklet 3B
  - Day 12: Learning Log

### Story Time

- mutually chosen reading material



## Activities

Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Let your student be the teacher and you be the student. Later, take note of what the student knows about calendar dates, flash cards, and pocket-chart sentences, as well as the weather routine.

As done earlier in the module, have your student check the sky, even though you have completed My Sky Chart. A weather discussion might proceed as follows.



## Activities

Home Instructor's Script



What do you predict the weather will be like today?

Let's check the weather forecast. (radio, television newspaper, or Internet—see [weatheroffice.ec.gc.ca](http://weatheroffice.ec.gc.ca))

Your student may find these old sayings about the weather interesting.

Red sky at night—sailor's delight.

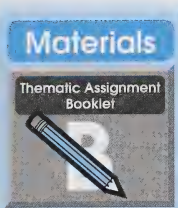
Red sky in the morning—sailors take warning.

When clouds appear like rocks and towers,  
The earth's refreshed by frequent showers.

## Focus for Today

Be ready to comment at the end of the day about your student's developing **knowledge**, **skills**, and **attitudes in regard to scientific matters**.

Preview the Learning Log so you are prepared to make observations throughout the day's activities. You may wish to have the Learning Log found in Thematic Assignment Booklet 3B beside you during Project Time.



## Language Arts

**Time recommended: 35 minutes**

### Spelling

Take a few minutes to review the six spelling words from Day 3. The words **the** and **I** are particularly important because they are used so often in writing.

The other four words all contain a "short i" followed by a consonant. Review this pattern using the pocket chart or on your **word wall**. This part of your word wall may look something like the one below.

Hh	li	Jj
he	in	jump
his	is	just
horse	it	Jill
house	if	
how	I	

### Materials

Home Instructor's Manual



For more ideas on ways to study spelling words, refer to the Spelling section of the Home Instructor's Manual.

As you try various methods, remember that spelling drills should be relaxed and as enjoyable as possible. How much practice your student needs will depend on how easily spelling words are learned.



### Phonics and Printing

Your student will be studying the “short o” sound, with **octopus** as the key word. The accompanying action is interlocking fingers with the fingers pointed down. Wiggle your fingers to indicate the movement of an octopus in the water.

octopus



A nursery rhyme that has several “short o” words follows to show the sound used in context.



## Activities

### Teaching Tip



You will notice that nursery rhymes are sprinkled throughout the Thematic course. A growing body of research points to a definite connection between learning rhymes and acquiring early reading skills.

Although these old rhymes may seem nonsensical and even out-of-date, they do contain the building blocks of language. The student needs repeated exposure to phonemes and

syllables, or the sounds of language. If you don't like certain nursery rhymes, like the one about an old woman who whips her children or the husband who keeps his wife in a shell, use other ones.

Whether the rhymes are from Dr. Seuss, Rita Gelman, or tradition, it is not important. Familiarity with rhyme, on the other hand, is important.

In the nursery rhyme "Jack and Jill," you might have to explain what it means when Jack broke his crown, but your student will probably recognize that **crown** rhymes with **down**.



**Polly, put the kettle on,  
Polly, put the kettle on,  
Polly, put the kettle on,  
We'll all have tea.**

**Sukey, take it off again,  
Sukey, take it off again,  
Sukey, take it off again,  
They've all gone away.**

## Materials

Phonics Book



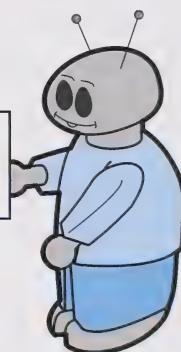
Turn to page 121 in *Level A: Modern Curriculum Press Phonics* where your student will be working on the “short o” sound. Begin by reading the poem at the top of the page.

Read the directions below the verse, and complete the page as directed. Mark the page to provide immediate feedback. Correct any errors. Then mark these items again with a different-coloured pen.

Complete pages 122 and 123 as directed, marking in a similar manner. You may also have your student mark with you to encourage participation in the evaluation process.

Give your student creative but sincere and deserved praise.

g r e a t



## Materials

Student Folder



Before placing the phonics pages in the Student Folder, label pages 121 and 123 with the student’s full name and M3D12.

### Enrichment (optional)

Page 124 in the phonics book is an optional activity to review short vowels.

## Music and Movement

**Time recommended: 10–15 minutes**



Swinging makes air move.

Give your student a chance to “feel” air! How fast do you have to move to feel the movement of air against the skin? This is a great activity to do if shorts and a short-sleeved top are worn. Play some airy music! Suggest actions like the following:

- Stand still and swing your arms.
- Walk around the room.
- Run around the room.
- Swing a newspaper or magazine slowly.
- Move the newspaper or magazine quickly.
- Make a folded fan.



### Alternative Activity

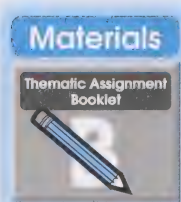
You might want to try some of the activities outside, where the air is even fresher. If it's winter, you won't be able to wear shorts and a short-sleeved top, but you can feel the fresh air on your face even with a snowsuit on.



## Day 12 • A Breath of Fresh Air!

What do we call moving air? Is there any wind today? Breathe deeply if the air is fresh and not too cold. Encourage your student run around and have fun outdoors.

**Caution:** On a very cold day, it is not advisable to breathe too deeply outside.



For printing practice, turn to Thematic Assignment Booklet 3B, Day 12: Printing On and Off. Read the question, “What goes on and off?” Ask your student to write a statement that tells about a thing that goes on and off. For example, “Cars go on and off.”

On the last two lines, have your student print a few words from the -ock word family.

### Language Arts

**Time recommended: 60 minutes**

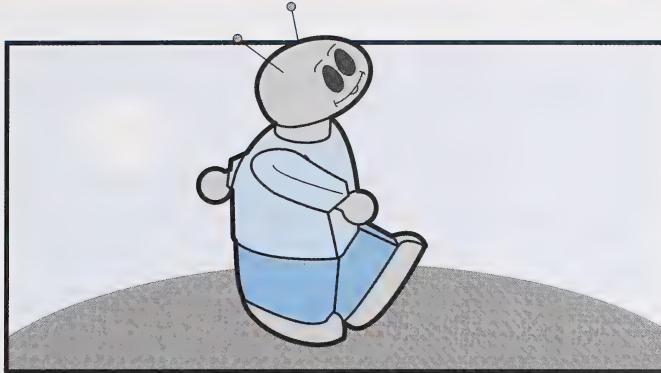
#### Reading

You may recall a poem presented in Module 1: Day 17. Read the verse again as a starting point for discussion on the quality and necessity of air. Your student may be able to read more of the poem now.

#### == I'm Glad the Sky Is Painted Blue ==

I'm glad the sky is painted blue,  
And the earth is painted green.  
With such a lot of nice fresh air  
All sandwiched in between.

---



Begin your discussion about air with script similar to the following.

We have been learning about the sky, clouds, the moon and sun, shadows, the weather, and even flying machines.

Today we are going to learn about how important air is and how important it is to keep our air fresh.

Tell me what you know about air.  
I'll write down what you say.

On paper or chalkboard, write down your student's ideas. Ask questions like these.

- Can you see air?
- Can you smell air?
- Can you taste air?
- Can you hear air?
- Can you touch air?
- What colour is clean air? (clear)
- Why is air important?
- Do fish need air?
- Do plants need air?
- Where does air come from?

Ask what words could be used to describe moving air (wind, breeze). Some children, like some poets, find the wind a fascinating subject. A few classic poems follow for your reading and discussing enjoyment.

Remind your student that poets often talk in word pictures. As you read the verse, ask the student to make “mind pictures,” a process which often makes poetry more understandable.

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### Who Has Seen the Wind?

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**Who has seen the wind?**

**Neither I nor you:**

**But when the leaves hang trembling,  
The wind is passing through.**

**Who has seen the wind?**

**Neither you nor I:**

**But when the leaves bow down  
their heads,**

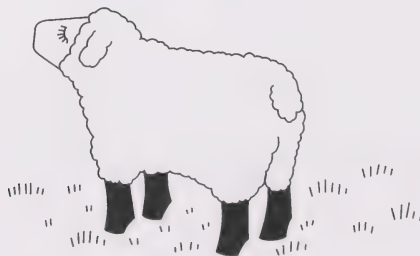
**The wind is passing by.**

Christina Rossetti

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Remind your student that Christina Rossetti, who lived over one hundred years ago, also wrote the poem, “White Sheep, White Sheep,” that you read earlier in this module. Turn to Story Time in Day 7 and reread this poem, which tells about wind and cloud movement.



After reading these two Christina Rossetti poems, ask the student the following questions.



Can you see the wind?

Do we know what the wind looks like?

Do we know what the wind does?

What does the wind do to the leaves?

What does the wind do to the clouds?

How does Christina Rossetti describe what the wind does to the leaves?

How does the poet describe what the wind does to clouds?

Do her descriptions make a clear picture in your mind?

### Activities

#### Teaching Tip



The mind is a vast place for storing one's cultural heritage. Children, in particular, are very capable of memorizing verses that they like and understand.

Here is another even older poem that your student can learn to read independently.

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**Little Wind, blow on the hilltop;  
Little Wind, blow down the plain;  
Little Wind, blow up the sunshine;  
Little Wind, blow off the rain.**

Kate Greenaway

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Do you know any other good poems about the wind?

During the past few days of this module, you have been reading about flying and riding upon the breeze. Wouldn't it be fun to "ride upon the breeze," like someone is doing in this next poem.

Here's a verse that caters to someone's wishful thinking and makes you think of flying.

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### A Kite

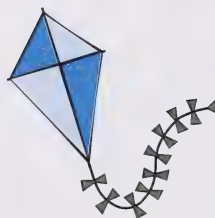
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I often sit and wish that I  
Could be a kite up in the sky,  
And ride upon the breeze and go  
Whichever way I chanced to blow.

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**Note:** Writer's Workshop is included with Project Time this afternoon.

You might want to float right into  
the kitchen, now, and help with  
lunch preparation.

## Silent Reading

**Time recommended: 5–10 minutes**

Have the stories used in this and previous modules available for your student to look at and read. Talk to each other briefly about what you plan to read. At the conclusion of Silent Reading, briefly discuss your reading. Did you enjoy what you read? What was your material about?



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 12.



### Project Time

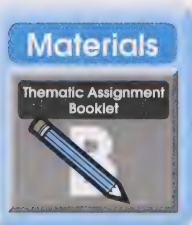
**Time recommended: 80 minutes**

### Writer's Workshop

Have your student help gather, and then put away, the materials listed in What You Need Today.

Each of today's three project choices is a science experiment with air; each of the three projects involves writing. Even at the Grade One level, a student can begin recording certain aspects of an experiment.

Since predicting is stressed in today's activities, your student will be asked to write what is happening before doing the experiment. The term **hypothesis**, or prediction, may be introduced.



Turn to Thematic Assignment Booklet 3B, Day 12: Prediction. You may decide to do more than one project choice, but you only need to write about one.

Look briefly at the three choices. Decide together which one you will do. Then help your student complete the first two steps of this assignment before doing the chosen experiment. Complete the third step after doing the experiment.

You may want to have the Learning Log handy while you are doing the experiment.

### Project Choice 1: Where Is Air?

Give your student the clear plastic bag. Have the child swing it around and then close it with a twist tie. Do not blow air into the bag!

In a moment, you will challenge your student to try to flatten the bag without releasing the twist tie or breaking the bag. Begin discussion with the following **prediction question**:

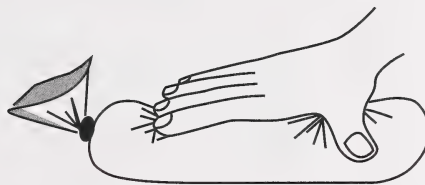
What do you think will happen when you try to flatten the bag?

You will not be allowed to force the twist tie off.

You will not be allowed to break the bag.

On the Assignment Booklet page, write what you think will happen.

Now, have the student try to flatten the bag. Talk about what happens or doesn't happen. Have your student give reasons why the bag wouldn't flatten. The child may say that the empty bag is full of air or that air is trapped inside.



Have your student search the house for items that might have air inside them. For example, a down pillow, comforter, sleeping bag, or jacket can be fluffed up because they contain air. The air in the pillow makes it soft; the air in the jacket helps keep a person warm. Guide the child to explain why there is air in the particular item. Then, write the explanation in the Assignment Booklet for Day 12: Prediction.

Birds also fluff up their feathers to keep warm. Air that is trapped between the feathers acts as insulation, but does not add extra weight. Excess weight would hinder their flight.

Birds are built for flight. Can you find out more about birds and how they fly?

### Project Choice 2: Moving Air

Project Choice 2 has two parts: an experiment with a feather and a straw, as well as making a pinwheel. You will write about only the first part.

#### Feather and Straw

If you do not have a feather, a small piece of paper tissue would work well. In a moment, your student will try to keep the feather in the air by blowing through the straw and, later, by blowing without a straw. Begin the discussion with the following **prediction questions**:



Do you think you'll be able to keep the feather in the air by blowing through the straw?

Do you think you'll be able to keep the feather in the air by blowing without a straw?

What do you think the difference will be between these two methods of blowing?

On the Assignment Booklet page, write what you think will happen.



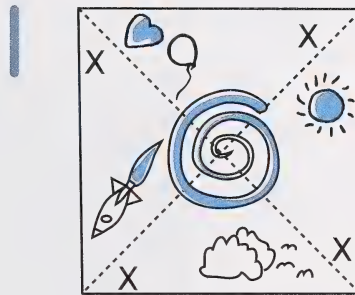
Now, have the child try to keep the feather in the air by blowing through the straw. Ask the student to explain how to keep the feather or tissue from falling. Then assist the child to write the explanation in the Assignment Booklet for Day 12: Prediction. Next, have your student try blowing the feather without the straw. What difference did the straw make?



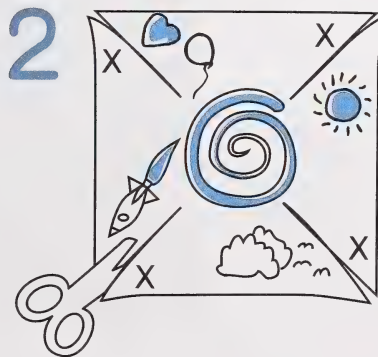
### Pinwheel

Since you had your student write a prediction for the first part of this project, it is not necessary to do so for the pinwheel. Have the child make and decorate a pinwheel. You might want to make one yourself to demonstrate the steps for making the pinwheel.

**Step 1:** From construction paper, cut a piece that is about 15 cm by 15 cm. Decorate the paper with felt pens or crayons. Fold it diagonally in half both ways. This is to mark the centre point.



**Step 2:** Cut halfway down the folded lines toward the centre. Each corner will now have two points. Take the right-hand point at each corner—marked with an X in the diagram—and fold it toward the centre, making sure the points overlap at the centre. These points could be held together with glue or tape.



**Step 3:** Push the pin through the centre of the pinwheel where the corners overlap. Stick the pin into the eraser of a pencil or into the side of a straw, and then use pliers to bend the point downward. The pinwheel is complete!

3



You can now experiment with the pinwheel. Blow at it, run with it, or go outside and hold it in the wind. Comment in the Learning Log about this project. Focus on what the student has discovered about moving air.



**Project Choice 3: Can Air Lift Things?**

Help your student place the straw just inside a plastic bag and tape the mouth of the bag to the straw. Make sure that the connection is tight.

Place the bag on the table. Gather together a variety of objects of different weights. Starting with the lightest object, place it on the bag.

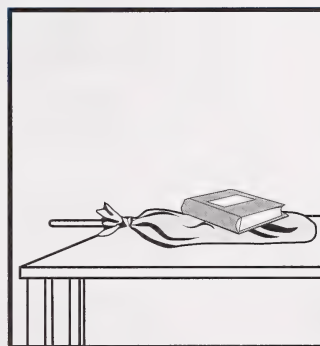
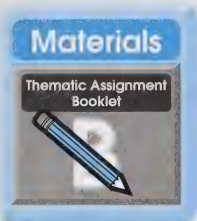
Discuss the **prediction questions** in the following text:

What do you think will happen to this object when you blow into the straw?

Place a heavier object on the balloon.

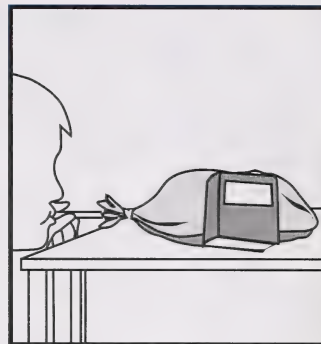
What do you think will happen when you blow into the straw this time?

Before you try this experiment, write what you think will happen on the Assignment Booklet page.



Have the student blow up the bag by blowing through the straw. Is it possible to lift any objects? Have your student tell you what is happening and why.





Ask your student to place the bag inside various-sized tin or plastic containers. When the bag is blown up, the student can place a finger over the end of the straw to stop air from escaping and lift the container up. Now, slowly let the air out of the bag. What happens?



When these experiments from Project Choice 3 have been completed, review what happened.

Why were you able to lift the objects with the bag?

What happened to the plastic bag when you blew it up in the container?

Why were you able to lift up the container?

## Materials

Thematic Assignment Booklet



Assist the student to write the explanation in the Assignment Booklet for Day 12: Prediction.

## Sharing Time

**Time recommended: flexible**

If other family members were not involved in the experiments earlier in the day, a demonstration might prove interesting. On the other hand, you may have done the experiment with the whole family. In that case, your student has already shared some of the day's activities with others.



## Let's Look Back

**Time recommended: 10 minutes**

Questions like the following will help you learn more about your student's impressions of these science activities:

Did you like doing the experiments about air?  
Why?

What did you learn about air today?

Were you surprised by anything that happened?

How did you feel about your predictions?

Did your experiments turn out as you predicted?

You made your predictions on what you knew about air before you experimented.

Did you learn more about air by doing the experiments?

In addition to these specific questions, encourage reflections in general terms about the day.



### Materials

Thematic Assignment Booklet



Turn to Day 12: Learning Log from Thematic Assignment Booklet 3B, and fill out the checklist and comments sections.

## Story Time

**Time recommended: flexible**

If your student enjoyed Robert Louis Stevenson's poetry used previously in the Grade One Thematic Program, you might wish to share "Windy Nights." Read the poem with expression—varying your volume and speed.

Explain that the poem mentions a man who is writing about one dark and wet night. Encourage your student to listen closely to your reading of the poem to figure out who the man is.



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## Windy Nights

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Whenever the moon and stars are set,  
Whenever the wind is high,  
All night long in the dark and wet,  
A man goes riding by.  
Late in the night when the fires are out,  
Why does he gallop and gallop about?

Whenever the trees are crying aloud,  
And ships are tossed at sea,  
By, on the highway, low and loud,  
By at the gallop goes he;  
By at the gallop he goes, and then  
By he comes back at the gallop again.

Robert Louis Stevenson



Is your student able to tell from the poem and the illustration who is galloping about? You may also read “Bubblegum Benny” from *Toes in My Nose*.

**Is it windy today where you live?**

**On Day 13 you will learn more  
about good old-fashioned air.**

# Clean Air, Dirty Air

So far in Module 3 you have been looking at the moon and the sun, and discovering information about clouds, weather, and air. Today you will take a look at the way people affect the condition of the air. Air pollution is the topic of discussion. Perhaps ask your student, "Do you want to breathe clean air or dirty air?"



Clean air



Dirty air

What can your family do to help keep the air around you clean? Through discussion, writing, drawing, reading, and experimentation, the student will become more aware of environmental concerns.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 125 to 128

### Music and Movement

- media to check weather conditions (radio, television, newspaper, the Internet)

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3, Day 13.

### Project Time

#### Part 1: Pollution Strip

- piece of gauze or white cloth 10 cm by 30 cm
- hanger
- masking tape
- two clothespins

#### Part 2: How Clean Is Our Air?

- the Internet (optional)

### Story Time

- mutually chosen reading material



## Activities

Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Mix up the flash cards for the days of the week. Ask your student to pick out the word for today. Continue finding the days of the week in order. Have the student find the days that begin with the s sound, and then find the parts of the day words that are the same.

Have your student say the days for

- Today is . . .
- Yesterday was . . .
- Tomorrow is . . .

Write the number for today on the calendar page and complete the pocket chart activity.

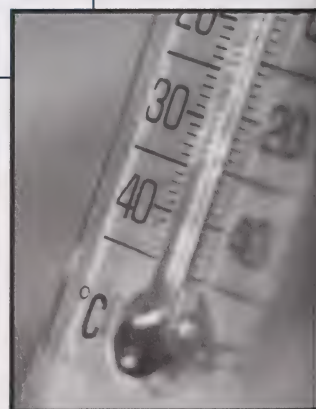
### Enrichment (optional)

Take out a piece of paper and print the date at the top. Help your student read the thermometer and record the temperature in Celsius three times during the day. See the sample chart below.

Wednesday, November 24, 20XX	
Morning	-10°C
Noon	2°C
Evening	-7°C

Now would be a time to point out that water will freeze at 0°C. Temperatures with a minus value mean

- frost
- ice starts forming
- flowers and vegetables freeze



## Focus for Today

Although there is no Learning Log for today, consider your student's developing **attitude toward environmental concerns**. For example, is your student willing to accept personal responsibility for environmental problems that can be personally resolved?

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Without saying them, print these high-frequency words on coloured index cards.

all

these

If your student is able to read these words at a glance, place them in the personal word bank. If more assistance is needed, have your student practise writing and reading the words on a computer screen, chalkboard, or piece of paper.

The word **all** is best learned as a unit. Think of other words in the **all** word family as shown below.

all
call
ball
fall

For the word **these**, remind your student to stick the tongue between the teeth to make the “th” sound. Also have the student explain how the **super e** would work in this word.

If the assigned words are easy for your student, suggest adding an interesting theme word to learn. Then write the personally chosen word on a white index card and place it in the New Word Box. Add any new words to the *Collections Writing Dictionary*.

### Phonics and Printing

Your student has now worked with each of four **short vowels**—**a**, **i**, **u**, and **o**. Today's exercises will be the first that includes all of these four vowels on one page. (The **short vowel e** will be formally introduced on Day 16 of this module.)

#### Materials

Phonics Book



#### Materials

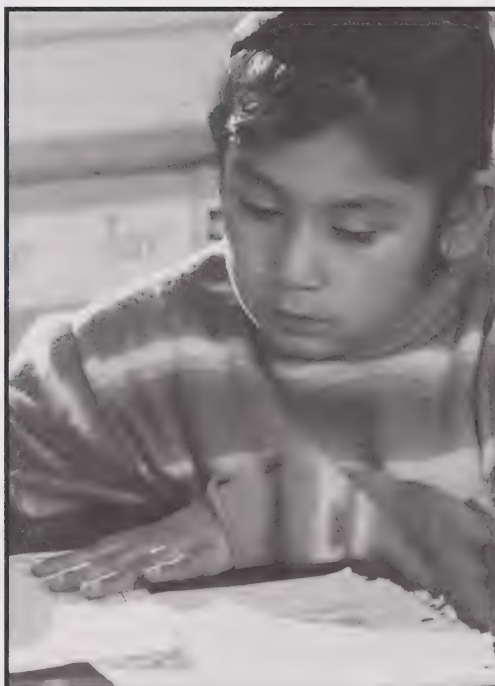
Student Folder



Turn to page 125 in *Level A: Modern Curriculum Press Phonics*. Since this is a check-up activity, have the student work as independently as possible. Read the directions at the top of the first page. The student will then work through the page without help. Remind the child that today's activity is also printing practice. **Do not mark this work before submission.**

In the same manner, proceed with pages 126, 127, and 128. Even though you are not marking the material, it is appropriate to give your student feedback on the work done. If your student is having difficulty with one particular vowel sound, review charts, word families, or previous activities involving that sound.

Label pages 125 and 127 with the student's full name and M3D13 before placing them in the Student Folder.





## Music and Movement

**Time recommended: 10–15 minutes**

In light of today's theme, an outside break would be appropriate. Plan an aerobic activity suitable for your child, such as walking, jogging, skating, or biking. Make your lungs work even more by including deep-breathing exercises. But, before you take an outside aerobic break, you might want to check the air quality in your area.



Search for an environmental report on radio, on television, in a newspaper, or on the Internet to be sure the air quality in your area is suitable for such activity. Major urban areas will be listed; in rural areas you may have to test the air yourself. Occasionally, certain air conditions make it unwise to take in more air than necessary.

Information on air quality, a UV report, and a pollen count can be found on the Canadian Weather Network if you have cable television. Canadian Weather Network also has an Internet site, **[www.theweathernetwork.com](http://www.theweathernetwork.com)**.

For people with particular health concerns, like asthma or emphysema, such environmental reports are crucial. After checking the air quality for your region, decide if it is a good day for outdoor aerobic exercise.



### Language Arts

**Time recommended: 60 minutes**

#### Reading

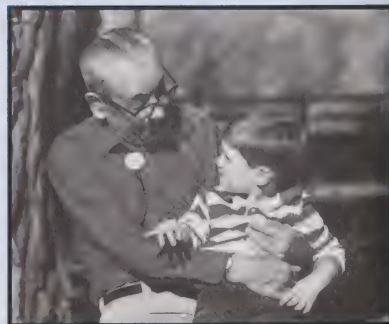
Remind your student that reading material can be fiction or non-fiction. The chart below may clarify general points on the difference between the two types of literature.

Fiction	Non-fiction
make-believe	true information (facts)
imagined	
entertaining	generally articles
generally stories	

Non-fiction material about good quality air and polluted air is included in the following text. Refer to Additional Resources at the front of this module as well. For more books and articles on this topic, visit the library.

### Good Old-Fashioned Air

Air is one of the best examples of recycling. Right now, you are breathing the same air that your parents or grandparents breathed when they were your age.



Because there are more people and more machines on the earth today, the air may not be as clean as it was when your grandpa and grandma were young. But it is still the same air. How's that for recycling?

Do you, as a family, do things that make the air polluted or cleaner?

What can you do to make the air cleaner?

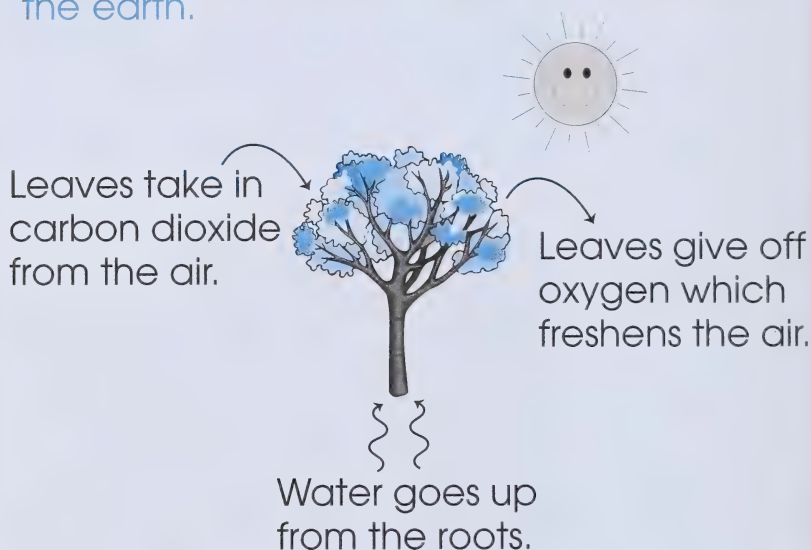


After some discussion, suggest that you do one activity today that will protect the quality of the air around you. The text that follows will give more ideas on ways to help.



## Trees: A Treat for the Air

How do trees help to keep the air fresh? The green leaves of plants take in used air. Then with the help of sunlight, the leaves freshen up the tired air and give it back to the earth.



Do you have plants in your house?  
Have you ever planted a tree?

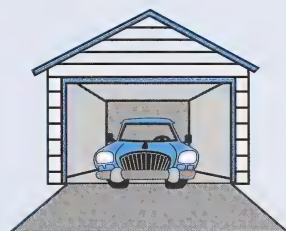
## The Corner Grocery Store

What does your family do when you run out of milk? Does someone drive to the store? If you do, you are putting gas fumes into the air. How else could you get to the store?

Do you have to go to the store for one item of groceries?

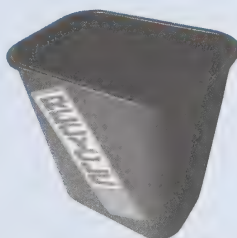
Could you manage without that item until you do your regular shopping?

Try making one less trip with your vehicle today.



### Something Old or Something New?

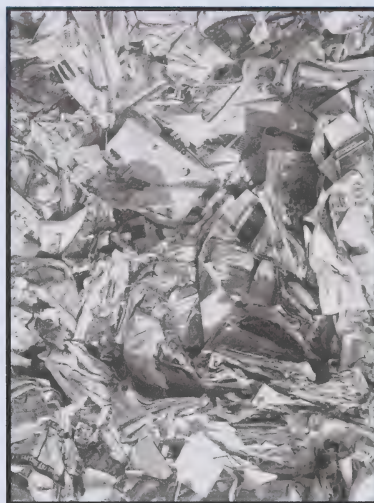
Recycling materials is another way to help the environment. When materials like paper, tin cans, glass, and plastics are recycled, less **raw material**, or material from nature, is needed.



Less manufacturing also cuts down on the amount of waste that goes into the air and into the water.

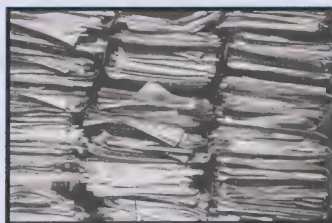
Throwing away less means less land is used for garbage dumps.

Paper is a good example of a product that can be reused and recycled. Often we just use one side of paper.



Can we reuse paper by writing on the other side? Some people cut paper that has been used on one side to make little notebooks.

Paper can also be recycled. Does your city or town have a recycling depot for old newspapers?





By reusing and recycling paper, you are saving trees from being cut down. Since trees help freshen the air, we need them.

As citizens of the earth, we make choices. Of course, we have to buy some things new, but what can your family do to decrease the amount of new materials you use, or **consume**?



### Writer's Workshop

On a sheet of looseleaf, make a chart of things your family can reuse or recycle.

Use it and use it again  
paper

How can you recycle books?

Does the library help with the recycling of books? Explain your answer.



Label the back of the chart with the student's full name and M3D13. Display the chart until after the culminating activity and then place it in the Student Folder.

## Enrichment (optional)

A more advanced student could be challenged to do research on any number of environmental issues. Look to books, magazines, newspapers, videos, or the Internet.

Encourage your student to list the causes of air pollution, while you print these ideas down the left side of the paper. Now have the student think of what can be done to correct air pollution, while you print these ideas down the right side of the paper. See the sample chart below.

Air Pollution	
Causes	Solutions
car fumes 	walk 
smoke 	don't smoke 
garbage	recycle



How do you think this would smell?

When your student has finished the chart, discuss each of the causes and solutions together. Hang this chart in the learning area and use it as a reminder. It would be suitable for your end-of-module display.



**Do you smell a good lunch cooking?**

**After lunch, you will learn more  
about air quality.**



### Silent Reading

**Time recommended: 5–10 minutes**

Does your student show a strong preference for reading fiction or non-fiction? The child will find it easier to read personally chosen materials.

As reading skill becomes more developed, encourage a broader selection of reading material.



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 13.

## Project Time

**Time recommended: 50 minutes**

The first part of today's Project Time involves making a pollution strip and placing it outside to test the amount of pollution in your area. The second part asks you to consider the air quality of your home. Both parts are recommended.

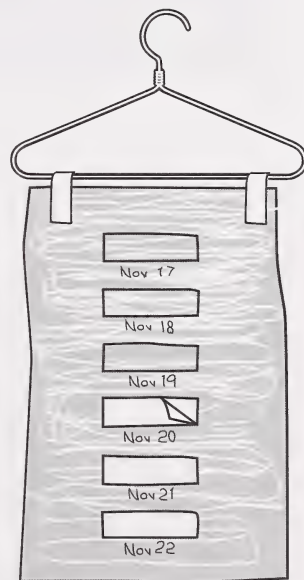
### Part 1: Pollution Strip

Cut a piece of gauze or white cloth that measures 10 cm by 30 cm. Put six strips of masking tape about every 2 cm down the cloth, making sure there is material showing around each piece of tape. You will be checking the amount of pollution each day until Day 18, so write today's date under the first strip with a permanent felt pen. Then write the dates for the next five days beneath each strip of tape.

Attach the material to a hanger with clothespins or tape. Hang the strip outside in an area where it **won't** be sheltered from getting dirty. If it is raining, put the cloth strip under cover (a deck or eavestrough) where it is protected from the rain but still exposed to the air.

Remind your student to remove the first piece of tape at the end of the day.

Each day have the child remove another piece of tape. The surrounding cloth may get dirtier and dirtier, depending on the area in which you live. This cloth, too, would be a good addition to your culminating display.



### Part 2: How Clean Is Our Air?

Discussion of the air quality within the student's home is a family matter, so it is not necessary to send any material to the teacher. Begin your talk about the quality of the air within the home by referring to the following definition of a Smoke-Free Home:

#### Definition of a Smoke-Free Home

Creating a Smoke-Free Home means never smoking inside the home.

This means no smoking:

- in the basement
- in the bathroom
- in another room
- beside an open door or window

A smoke-free home is one where visitors are asked not to smoke.

Remember, there is no safe level of second-hand tobacco smoke. Any amount is harmful.

For more information on this topic, call Health Canada or the office of the Canadian Cancer Society in your area.

To further your discussion, consider whether the presence or absence of any of the following factors helps or hinders the air quality of your home.

- |                     |                  |
|---------------------|------------------|
| • plants            | • sunlight       |
| • pets              | • open windows   |
| • aerosol sprays    | • smoking        |
| • cleaning products | • cooking aromas |
| • garbage           | • perfume        |



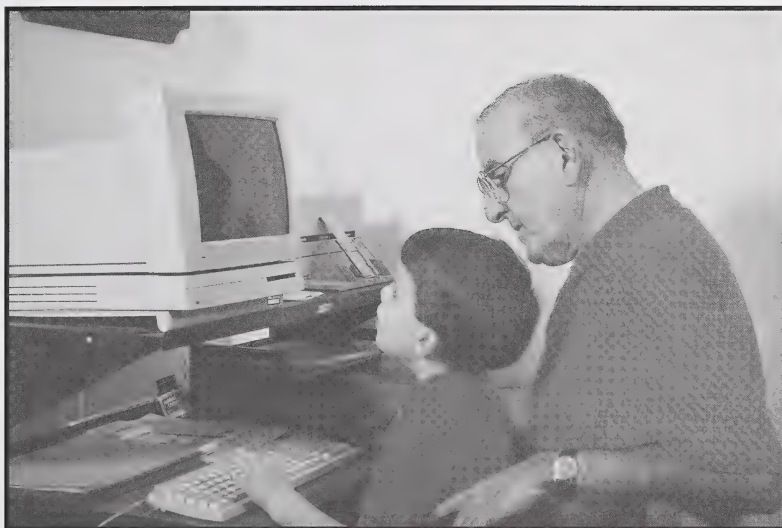
### Activities

internet



#### Enrichment (optional)

For further information on the topic of smoking and health, visit the website **www.ash.ca**, sponsored by Action on Smoking and Health.



### Sharing Time

#### Time recommended: flexible

To reinforce today's concepts, continue the discussion or have the student talk to other family members about air pollution. If the family decides to make any changes or resolutions in regard to air quality, now would be a good time to make plans.

You may wish to take steps to improve the quality of air in your home. Reform is most effective when one starts at home base. You may then wish to become active in environmental matters on a local or even more global level.

Youngsters learn a great deal from seeing adults who are important to them committed to making the world a better place to live.

## Let's Look Back

**Time recommended: 10 minutes**

As you talk about the day's activities, ask the following questions in order to learn more about the student's developing attitude about the environment.

Tell me one important thing you learned about air pollution today.

Were you surprised by anything you learned?

How can you help the environment?



Tell your teacher one thing about today that you found especially interesting.

In addition to these specific questions, encourage reflection in general terms about the day. There is no Learning Log for Day 13.

## Story Time

**Time recommended: flexible**

Earlier in the module you were studying weather. For one more look at this topic, read “Weather Questions” found in the *Collections* book *Under My Hood*.



Why does rain fall?

**What flies through the air?**

**On Day 14, you will think of sky  
travellers.**



# Sky Travellers

Today you will brainstorm for a wide variety of objects and beings that fly through the air.



During Music and Movement, you will move to music that suggests flight. Other activities will include the making of an Accordion Booklet and models of machines used for flight. Both of these creations should be fun to make and will enrich your display at the end of the module.

During the next few days of the module, you will explore space and air travel. Take time to gather books and pictures about “sky travellers” and space from your home, a local library, or the Internet. Books or pictures of airplanes, jets, hot-air balloons, zeppelins or dirigibles, parachutes, and spacecraft would be helpful. Material about stars and planets, space travel, and astronauts will also be helpful for future lessons.

Have you made any further plans for your culminating display? As mentioned, you may plan it for shortly after Day 18, before submitting materials from the last half of the module. If you consult with the student’s teacher, it may be possible to have materials from the first half of the module returned by that time. The occasion may be simple or a major social event, depending on your preferences and your schedule. Time will be provided during Let’s Look Back to make the necessary plans, listing details as a writing activity.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 129 and 130
- Thematic Assignment Booklet 3B  
– Day 14: Capital Letters

### Music and Movement

- “Peter and the Wolf,” “The Golden Age Ballet,” or “Concerto in B Flat Major for the Harp” (optional) from the audiocassette *The Orchestra*
- other music that suggests flight such as “The Flight of the Bumblebee” or “2001 Space Odyssey” (optional)

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3, Day 14

### Project Time

- Thematic Assignment Booklet 3B  
– Day 14: Planning and Recording Sheet

#### Project Choice 1: Model Parachute

- cloth, plastic bag, tissue paper, or a handkerchief
- string, yarn, or thread
- washer, small toy, clothespin, or other small weight

#### Project Choice 2: Model Aircraft or Spacecraft

- assorted materials from a Treasure Box of recyclables
- See project choices for suggestions of possible materials.

### Let's Look Back

- pollution strip from Day 13
- Student Folder of completed work
- books from module

### Story Time

- mutually chosen reading material

### Activities

#### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual calendar routine. If you have scheduled a day for your culminating activities, mark it on the calendar. Also include lessons, appointments, the arrival of visitors, and other special events.

Is your student aware of ordinal numbers, like **first**, **second**, and **third**? Challenge your student to find the **fifth** day of the week, the **third** month of the year, and so on.

## Focus for Today

Focus on your student's developing ability to **construct model objects**. As the student completes today's activities, notice skills in classifying, describing parts of sky-travelling machines, and constructing a model. There is no Learning Log for Day 14.





## Language Arts

**Time recommended: 35 minutes**

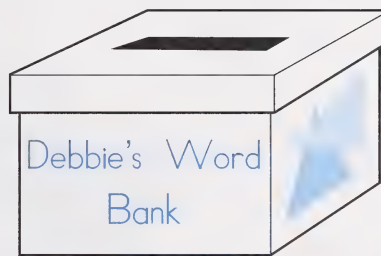
### Word Study

Test the student on the following high-frequency words that you have printed on coloured index cards.

them

then

Place easily-recognized words in the personal word box. Have the student select two new words.



As needed, study the words carefully before placing them in the New Word Box. Points to consider are

- the key word and action for **th**
- the key word and action for “short e”
- listening closely to the ending sounds “m” and “n”
- printing the words on a piece of paper, a chalkboard, or with the computer
- adding marking such as underlining **th** and the curved line for “short e”

them

then

**Note:** Do not add markings to the index cards. Add any new words to the *Collections Writing Dictionary*.

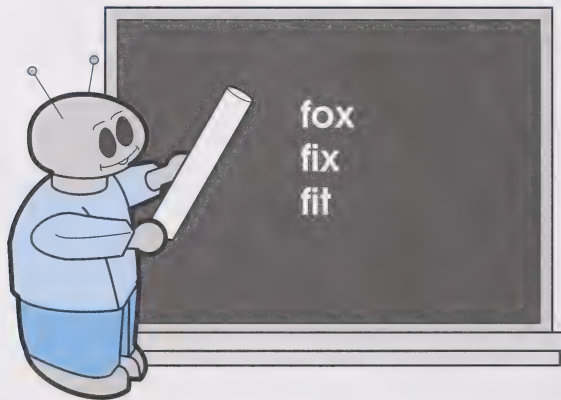
## Phonics and Printing

To do the phonics activities in *Level A: Modern Curriculum Press Phonics*, your student must look closely at the middle and ending sounds in words. To practise this skill, use the following sets of words.

fox	log	pop	bus
fix	lug	pot	but
fit	lock	pat	bat

Print the first set of words on paper or on the chalkboard. Ask

How are the words the same? How are they different?



Invite the child to sound out the words, blending the sounds carefully.

### Materials

Home Instructor's Manual

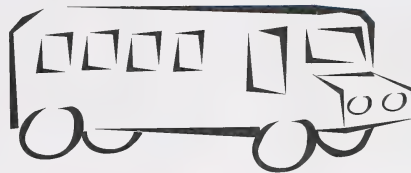


Review any short vowel sounds your student is having difficulty with by referring to the Key Words and Actions Guide from the Appendix of the Home Instructor's Manual. Have the student also observe in a mirror the position of the mouth and tongue when saying these sounds.

Here are more short-vowel words to read.



ant



bus



pot



mitt

### Materials

Phonics Book



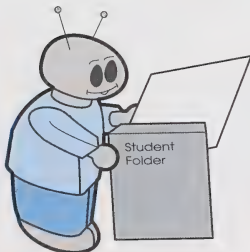
Turn to page 129 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read each sentence. Sound out the words at the end of the sentence. Circle and then write in the word that makes sense.

Provide support as necessary to read the sentences, but strongly encourage independence in sounding out the three words at the end of the sentence and choosing the correct one.

After you have marked page 129, and your student has completed any necessary corrections, proceed with page 130. Be sure the student prints all the sounds in each word. The beginning, middle, and ending sounds will produce the complete word.

### Materials

Student Folder



Label page 129 with the student's full name and place it in the Student Folder.



### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3B, Day 14: Capital Letters. If possible, have your student print the upper-case letters independently by memory. On the bottom of the page, indicate your student's level of independence.

## Music and Movement

**Time recommended: 10–15 minutes**

Today you will see how various musicians depict flight, but first brainstorm to think of as many sky travellers as you can. Print the ideas on looseleaf as a chart for reference later in the day.



### Activities

Teaching Tip



Remember to list all of the ideas during brainstorming. Later, discuss the ideas and make any changes. A quick sketch of the object beside the word will be helpful.

The following questions will help your student focus on the topic of sky travellers.



Do you know what a traveller is?

What do you think a sky traveller might be?

Have you ever travelled in the sky?

How did you travel?

What other things travel in the sky?

What are some machines that travel in the sky?

Now, let's think of some natural objects that travel with the wind.

Which animals are sky travellers?

Let's list our ideas of sky travellers.

Now ask how various sky travellers move. As your student considers how each object moves, select music that suggests flight. From the audiocassette, *The Orchestra*, suitable selections would be

- parts of "Peter and the Wolf"
- "The Golden Age Ballet"
- "Concerto in B Flat Major for the Harp"

You may have other suitable music that suggests flight, such as

- "Flight of the Bumblebee"
- "2001 Space Odyssey"

When you have chosen suitable pieces, start the music and ask the child to move like a sky traveller. Ask the child which sky traveller from the list is being imitated.



Encourage the use of the whole body. Also invite the student to travel at different levels—soaring to tiptoes, sailing through the clouds, and diving down low. Use expressive phrases and words, such as those listed below, to help your student imitate the flight movements of various sky travellers.

- soar to the top of the stairs
- leap
- twirl
- glide
- rise
- swoop
- explode
- dip
- sail
- flow
- thrust
- descend
- plunge

### Language Arts

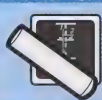
**Time recommended: 60 minutes**

#### Reading

Today, by using pictures and reading **captions**, your student will learn more about phenomena that move through the air. You will then play a “detective game” by taking turns giving clues about sky travellers and guessing the answers.

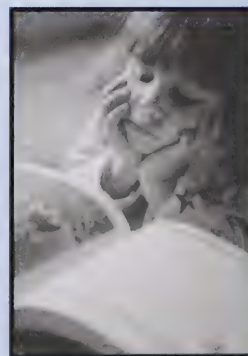
#### Activities

##### Teaching Tip



Even non-readers and early readers can gain a lot of information by looking at pictures, graphs, and diagrams in non-fiction material. Learning to read captions extends reading ability. A beginning reader may not be able to read a whole page of text, but may be willing to try one or two words that are

supported by a picture. This type of reading allows the student to practise making predictions based on a picture and initial sounds.



Together, look through the pictures on the next page. Ask the student to name the picture and read the caption. Discuss the fact that a caption is a sentence or a title that tells about a picture. Encourage your student to look at the initial sound in each word and make a prediction about what the caption says.



Things That Fly



hot-air balloon



airplane



butterfly



parachute



bat



bird



dandelion seed



helicopter

Continue by playing a “detective game.” To play the game, describe one of the pictures on the previous page, using clues similar to the ones you would use for a riddle. The clues may include a description of how the item looks, its purpose, where you would find it, or how it is used. For example:

It is an insect.

It flutters when it flies.

It has thin wings.

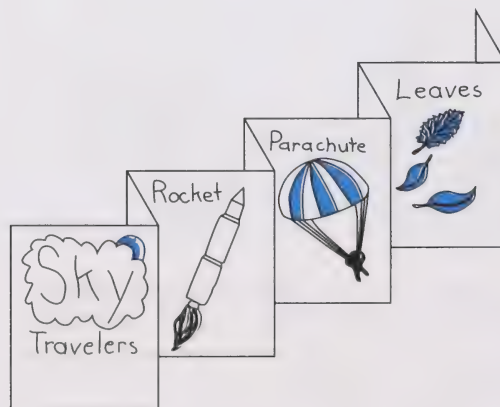
Let your student guess which picture it is. Have the child say the name of the object, rather than just pointing to it.

Now your student can describe an object for you, and you can guess what it is. Take turns playing this “detective game” until all the pictures have been described.

### Writer’s Workshop

Your student will now create an accordion booklet entitled Sky Travellers. The charts from Music and Movement, as well as Reading, will help your student recall, write, and illustrate this booklet.

Review the chart. Cut construction paper in half lengthwise. Fold the construction paper accordion style as illustrated below. Attach two or three pieces of folded paper together, depending on how many pages you wish to make.



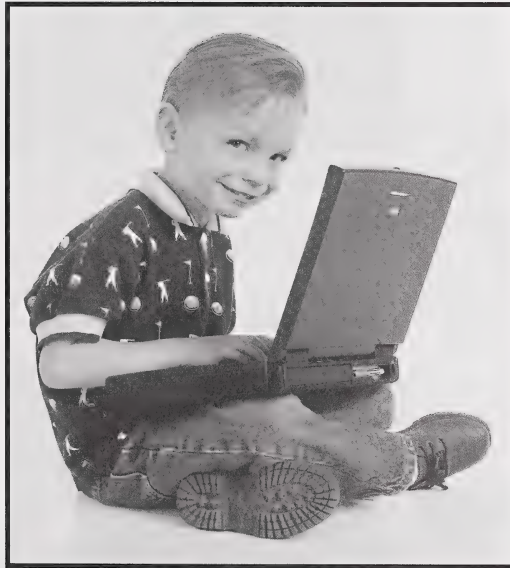
Cut unlined paper slightly smaller than each page of the accordion booklet. On one unlined page, have your student write the title Sky Travellers. On each of the remaining unlined pages, the child will write a caption and then draw and colour, or paint, a picture of a sky traveller.

When the pages are complete, glue them to the construction paper booklet. This may take more than one session of work.

Add this booklet to your collection of materials for the culminating display or place it in the Student Folder for safekeeping. Be sure to label the booklet with the student's full name and M3D14.

### Alternative Activity

Your student may choose to use the computer to write the captions for the booklet. If you have a graphics program, the child may even be able to find and print pictures to use for the illustrations in the booklet. Pictures or captions may be cut out and glued directly onto the folded pages.



**Take time now for a good lunch. You will need a lot of strength to build your own aircraft this afternoon.**



### Silent Reading

**Time recommended: 5–10 minutes**

Gather your reading material for a few minutes of quiet reading. Perhaps your student would like to look through books about space or sky travellers.

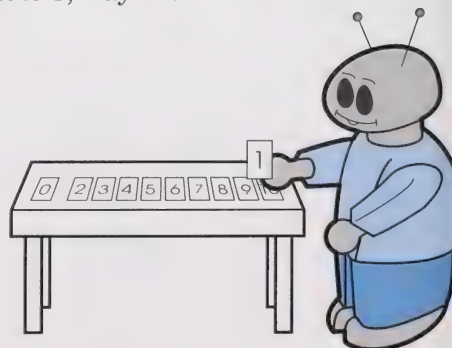


What's so funny?

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 14.



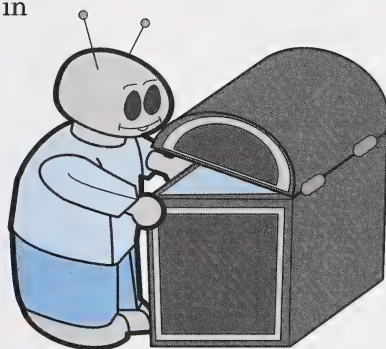
## Project Time

**Time recommended: 50 minutes**

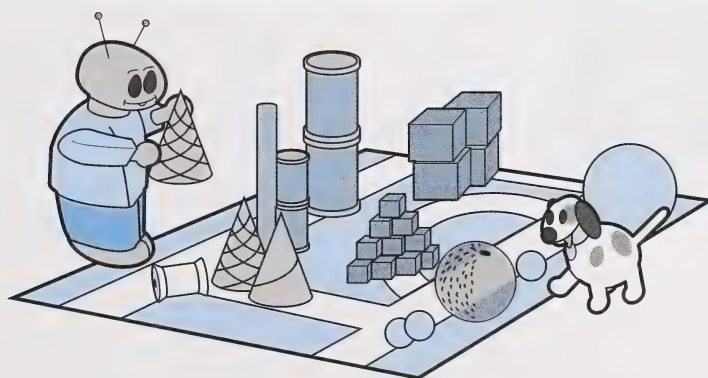
Today your student will learn about materials by using them to construct vehicles of flight. Your Treasure Box of recyclable materials will come in handy for this project.

By using this supply of odds and ends to construct a model, the student will gain experience in

- selecting materials
- cutting and shaping
- folding
- layering materials
- joining parts
- trying different techniques to achieve an intended result
- designing a model that is similar to one that is observed
- solving problems
- comparing
- recognizing component parts that make up the whole



Pictures from books, magazines, the Internet, or computer programs showing the air travellers would be helpful. If you have managed to locate any pictures, view a few of them and discuss the purpose of the objects and their parts. Pictures from the reading chart Things that Fly could also be helpful. Use questions like those on the following page to discuss the components of the machines.





What is an airplane used for?

What main parts can you see on this airplane?  
(wings, body, tail, wheels, or landing gear)

What do you think the wings are used for?

Why is the body of the airplane important?

Why does the airplane need wheels?

### Materials

Thematic Assignment  
Booklet



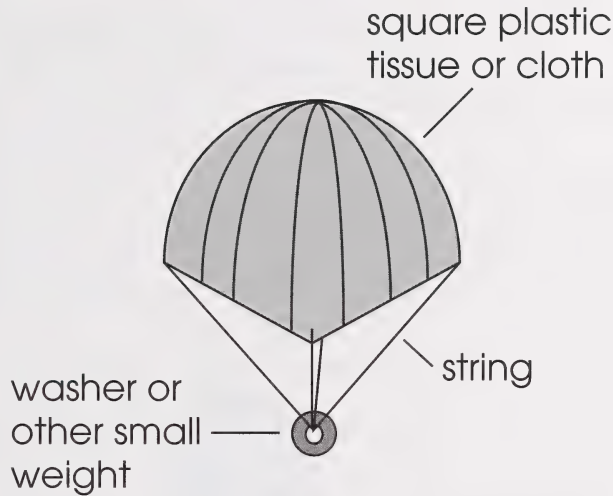
Turn to Thematic Assignment Booklet 3B, Day 14: Planning and Recording Sheet. Complete Part A before beginning the project. Complete Part B after the project is finished.



### Project Choice 1: Model Parachute

To make a model parachute, choose a suitable material for the parachute and a weight at the bottom.

For the parachute, use tissue paper, plastic from a bag, a piece of cloth, or a handkerchief. String, yarn, or thread may be used for the ropes. A small toy, washer, or clothespin would make a good weight.



Complete the Planning and Recording Sheet as assigned.

Follow these directions to construct the parachute:

- Cut the paper, cloth, or plastic into a square.
- Cut the string into four equal lengths and tie to the corners of the parachute material.
- Fasten the weight to the four strings.
- Help your student stand on a chair or other high object and drop the parachute.

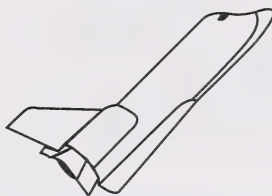
### Enrichment (optional)

You may wish to repeat the experiment

- using different types of materials for the parachute
- using different weights
- dropping the parachute from varying heights

### Project Choice 2: Aircraft or Spacecraft Model

Your student may choose one of the aircraft or spacecraft below or any other type of air transportation.



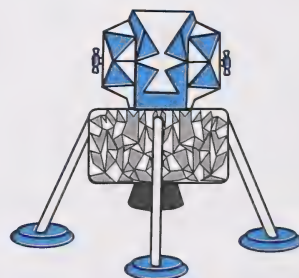
rocket



airplane



hot-air balloon



lunar module

Use pictures to discuss the main parts you will need for the model. Fill in the Planning and Recording Sheet as assigned in the introduction to today's Project Time.

On the following pages, you will find suggestions for methods and materials for various sky travellers, but feel free to use your own ideas or materials.

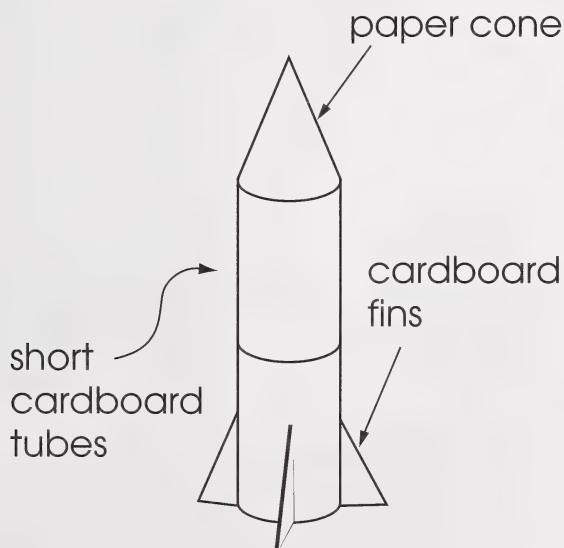
## Rocket Ship or Space Shuttle

### Materials

- cardboard tubes for the body
- cardboard cut in a triangular shape for the wings and tail fins
- paper cone for the nose

### Construction Techniques

- Two or three short cardboard rolls may be joined to show the stages of a rocket.
- A conical-shaped paper cup may be used for the nose.
- A cone can also be made from light cardboard. Cut a circle, slit to the middle and form into a cone.
- To join the parts, use glue, tape, or slits in the tube.
- The rocket may be painted or decorated.







This older student recycled sheets of packing foam. The foam can be cut with a dull paring knife or a bread knife, but adult supervision is still required. Slits in the bottom of the rocket were made for stands that keep the rocket upright. Paper tubes and tissue paper were used for the exhaust.



The student discovered that it takes a long time to colour such a big space with a felt pen. Helping the student to spray paint the rocket in a well-ventilated area would be an easier way to colour it. Comments about how the project was completed need to be written on the assignment page.

## Airplane

### Materials

- wood (Thin balsa wood will make a plane that will really fly.)
- paper (as in a folded paper airplane)
- thin foam sheets (such as meat trays)
- cardboard
- spools or tiny plastic lids for wheels
- wire
- wooden craft sticks
- lids from spray cans

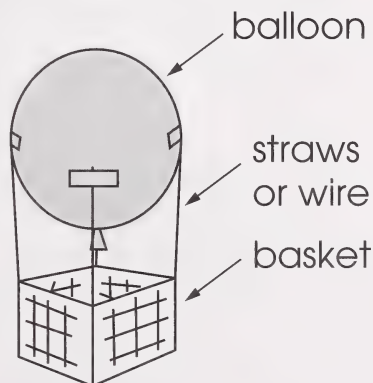
### Construction Techniques

- The wings and body may be made from light cardboard, foam, construction paper, or balsa wood.
- An airplane could also be made from folded paper or from wooden craft sticks glued together.
- To join the parts, use small nails, glue, or slits in the cardboard, foam, or balsa wood to slide the wings through.
- Details like wheels and windows may be added with materials from the Treasure Box or drawn with felt pens.

## Hot-Air Balloon

### Materials

- balloon
- beach ball or other light ball
- fruit basket or other small basket
- plastic bowl
- straws
- wire



### Construction Techniques

- A stiff material, such as straws or wire, works best to hold up the balloon or ball.
- Decorations may be added with permanent markers.
- To join the parts, use tape or wire.

### Lunar Module

#### Materials

- foam blocks (used as packing material)
- wood pieces
- small boxes
- wire
- plastic rods or straws
- recycled plastic pieces
- aluminum foil
- metal scraps

#### Construction Techniques

- Foam blocks are easily manipulated and joined by inserting wires, rods, or straws into the foam.
- Foam can be cut using a bread knife. (Supervision is required for any cutting with a knife.)
- Boxes or foam can be covered with aluminum foil for a metallic look.

Whichever model you choose to make will be perfect for the culminating display.

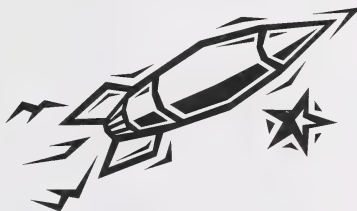


## Sharing Time

### Time recommended: flexible

Your student may choose to share the accordion booklet or some sky travelling moves from Music and Movement.

If the model is chosen for sharing, encourage the student to explain the parts of the model and what each part is used for. The student may also share reasons for choosing specific materials for the model, as well as successes and problems with the model project. Reflecting on choices, successes, and problems helps the student to learn from experiences and experiments.



## Let's Look Back

### Time recommended: 10 minutes

Before planning the culminating activity, remove the second piece of tape from the pollution strip. As on the previous day, compare the cloth where the tape was covered with the surrounding area of cloth. Discuss the findings.

### Planning the Culminating Activity

Take this time to further your plans for setting up module materials for display, as well as the details of the event you are planning. By preparing in this manner, you will be teaching organization skills and encouraging the student to take personal responsibility for certain aspects of the event.

Outlining may be done on the chalkboard. For a more permanent record of the details, write on loose-leaf paper or use a word-processing program on a computer. Keep various lists and charts in your chart binder.

## Story Time

**Time recommended: flexible**

Enjoy a fiction or non-fiction book together. Respecting your student's reading preferences will help to develop a love of reading.



**The topic for Day 15 is  
Star Light, Star Bright.  
Have a good look at the sky tonight.**

# Star Light, Star Bright



Today, you will begin to look beyond our planet Earth and consider what is out there. Your student will read about the telescope as a tool for studying space and will be captivated by all the wonders of the universe.

When looking through a telescope, you might first notice stars. In Module 2, your student wrote out a wish. Today, encourage the student to think of someone else and make a wish for that person.

The space theme will be further explored during Project Time, where your student will create a space picture using an **etching** technique.

For the next few days your student will be working on gymnastics skills during Music and Movement. By the end of the module, a **movement sequence** will be practised and performed for Sharing Time.

During Phonics, you will prepare an audio or video recording of your student's reading of a mini-book.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- accordion book from Day 14 (optional)
- *Level A: Modern Curriculum Press Phonics*, pages 131, 133, and 134
- Thematic Assignment Booklet 3B – Day 15: Lower-Case Letters

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3, Day 15.

### Project Time

- books or pictures about space (optional)

- wax crayons
- fluorescent crayons (optional)
- cloth or tissue
- 8.5 x 11 white unlined paper or drawing paper
- newspaper or other type of surface protector

### Project Choice 1: Crayon Etching

- assorted scratching and scraping tools, such as paper clips, scissors, nails, hairpins, combs, nail files, spoons

### Project Choice 2: Crayon Print

- chalk
- assorted scratching and scraping tools

### Project Choice 3: Paint Etching

- black tempera paint, liquid dish soap
- assorted scratching and scraping tools, as above

### Let's Look Back

- pollution strip from Day 13

### Story Time

- mutually chosen reading material

## Activities

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with regular calendar routine.

## Focus for Today

Focus today on your student's **growth and development in performing physical activities**. Although there is no Learning Log to complete, consider your student's

- willingness to participate in physical activity
- awareness of and skill in using different body parts in gymnastic activities
- ability to listen to and follow directions
- awareness of the need for physical activity in order to maintain good health



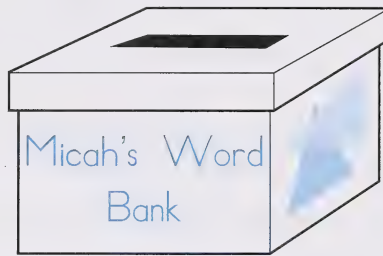
Is your student developing a good sense of balance?

## Language Arts

**Time recommended: 35 minutes**

### Word Study

On coloured index cards print the two high-frequency words, **any** and **many**. Check if your student can read the words immediately, without sounding them out. Place known words in the student's word bank.



If your student needs practice with these words, try the strategies that follow.

To practise the word **any**:

- Discuss how the word is pronounced. Point out that the **a** does not make the “short a” sound. It is a word that does not follow the rules and is best remembered by sight. You may wish to refer to the word **any** as a **weird word**.



- Print the word on paper or chalkboard and ask the child to draw curved lines under it to show the beats or syllables.

any



- The student may also practise writing and saying the word a few times. It sometimes helps to write the word in a different colour each time to help focus on the visual image of the word.

To practise the word **many**:

- Print **any** and **many** on a chalkboard or piece of paper.

any

many

- Ask how the two words are the same. Can the student see the little word **any** in the word **many**? Can the student add the “m” sound to **any** to figure out what the word is?

m + any → many

- Also talk about the meaning of these two high frequency words. Ask your student to use the two words in a sentence.
- You might play a game where you hide a few small objects in your hand and ask

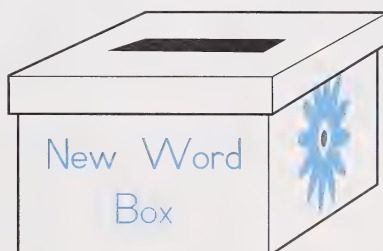
Do you think I have **any** buttons in my hand?

How **many** buttons do you think I have?

Take turns asking and guessing.

After practising the words, place them in the New Word Box.

If your student is already familiar with today’s words, choose personal words. For example, does the student recognize names of family members? After the student has studied and practised the chosen words, place the cards in the New Word Box. Add the new words to the *Collections Writing Dictionary*.



## Phonics and Printing

Your student will practise using the “short o” sound in context.

### Materials

Phonics Book



Turn to page 131 in *Level A: Modern Curriculum Press Phonics*. Look at the photographs and discuss what animal is shown. Ask the student to sound out or predict the title of the short story. Have the student look closely at the ending of the title. Say,

Why does **fox** have **es** at the end?

The word part **es** means more than one.

In some words an **s** is added to mean more than one, and in other words an **es** does the same job.



one fox



two foxes

Read the story together, providing support as needed, but encourage the student to sound out any short vowel words. Read again. Then explain the directions and have the student fill in the missing words in the sentences at the bottom of the page. Mark the page. Have the student make necessary corrections and re-mark them with a different colour. Page 132 will not be completed at this time.

### Materials

Student Folder



Label page 131 with the student's full name and M3D15 before placing it in the Student Folder. It is not necessary to hand in the booklet “Who Is at the Pond?”

## Materials

Home Instructor's Manual



The last activity for today's lesson is the mini-book on pages 133 and 134. Show the student how to remove and cut the pages, and then fold and staple the booklet. Again, support your student as the story is read. Pause to let the student sound out short vowel words. Use the Key Words and Actions Guide to assist the student.

## Materials

Audiocassette



Record your student's reading the mini-book "Who Is at the Pond?" Practise recording a few times prior to the submission reading. Have your student speak clearly into the microphone, stating her or his full name, M3D15, and the title of the story

Your student could share the recording with the family during Sharing Time. Rewind the tape to the beginning before submission. Be sure the student's name is on the cassette before putting it into the Student Folder.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3B, Day 15: Lower-Case Letters. Complete as directed, indicating your student's level of independence.

## Music and Movement

**Time recommended: 10–15 minutes**

On Days 9 and 10 your student practised jumping activities. Today, stationary weight-bearing or balancing activities will be introduced to further develop gymnastics skills.





Find an area without furniture or work outdoors on soft ground to practise these balances. Indoors, a mat or carpet will provide a comfortable surface on which to work. Clear away any objects your student could fall on. Discuss safety precautions with the student as you prepare an area.

Begin the activity with the following comments or use comments suitable for your child's abilities:

Today you are going to use different body parts to support your weight or hold you up.

When you are walking or running, what part of your body is supporting you?

When you are sitting, what part of your body is supporting you?

Can you think of any other body parts that can hold you up?

When you stay in one place and support your weight on different body parts, it is called balancing.

First, let's try some simple balances.



Remember to stay in one place and try not to move.

You may need to use your arms to help you balance.

Can you balance on one foot?

Now switch feet.

Can you balance on tiptoes?

Try balancing on your heels.

Which is easier—balancing on your toes or on your heels?

Name body parts other than your feet that you could balance on.

**Note:** Your student may suggest balancing on the head or hands alone. Headstands or handstands are not recommended for this age group, since young children do not have sufficient arm strength to support their weight.



Encourage the use of head or hands in combination with other body parts to balance. Try some of these suggestions.

- Balance yourself on one foot and one other body part (one foot and one hand, one foot and one elbow, one foot and one knee).
- Balance yourself using three body parts (two feet and a hand, two hands and a knee, two elbows and a foot).
- Balance yourself using four body parts (two feet and two hands; two feet, one hand, and a head).
- Make a balance when you lie down on your back (shoulders and feet, head and feet, buttocks and feet).

Practise a few balances to demonstrate at Sharing Time. Ask your student to name activities that require balance.





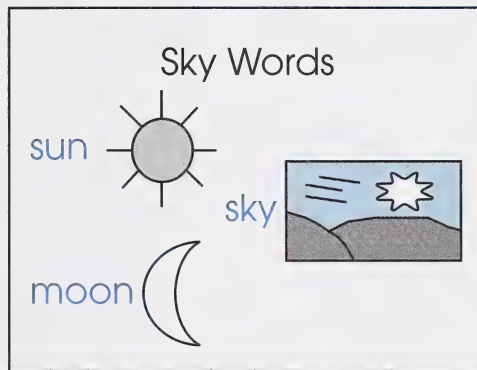
## Language Arts

**Time recommended: 60 minutes**

### Reading

Refer to the Sky Words chart which you began in Day 1 of this module. Have your student read, as independently as possible, the words on the chart.

Add any new words that come to mind. If you have this chart on loose-leaf pages, you may wish to prepare a larger one for the final display.



Depending on your student's ability in printing, you may want to help with the printing. The student can do the drawings.



### Reading Aloud

Today you will be reading aloud to your student. Reading a book aloud gives the listener the opportunity to enjoy a wide range of books at various reading levels. When children listen to a reader, they are free to

- develop an understanding of a concept
- see a story in their minds
- develop listening vocabulary
- listen to models of effective language structures
- listen to the reader's voice and hear phrasing, fluency, and tone

Students also become aware of how plot works and appreciate the author's use of devices to entice the reader to stay with the story.

Introduce the reading aloud activity by asking

What do you think a **telescope** is?

Encourage the student to discuss what is known about a telescope, but do not correct any misinformation. Record what is known on a sheet entitled What Is Known About Telescopes.

Instead, say

I am going to read you some **factual** information about a telescope.

What does the word factual mean? (true, accurate)

Listen carefully to the information you hear to decide whether it matches what you think a telescope is.

Listen as well for any new information about telescopes.

Read the following text.

### A Telescope

A telescope makes objects in the distance look larger and clearer.



If you point a telescope at the night sky, you can see many more stars than you can with your eyes alone. This is because the telescope collects a lot more light than your eyes can collect.

Astronomers use large, powerful telescopes to look at the sky.

Telescopes have lenses that collect and focus light rays, and mirrors that direct the light to your eyes.

A lens is like a magnifying glass, and a mirror is a smooth, shiny surface that reflects nearly all the light that hits it.

Telescopes help us see the stars, the planets, and the moon.

Telescopes help us see the many wonders of the universe.

Discuss how the factual information compares to the student's earlier ideas about the telescope. If there are any discrepancies, discuss possible reasons. Once finished, ask

What does an **astronomer** do? (studies the stars, moon, planets, and other heavenly bodies)

What happens when you point a telescope at the night sky? (You see many more things than you can with your eyes alone.)

**astronomer:** a person who studies natural objects in space



How does a telescope work? (A telescope has large lenses and mirrors. The mirrors reflect light which is collected by the lenses, so that the light is brought to your eyes. The telescope collects a lot more light than the eye, making objects in the distance more visible.)

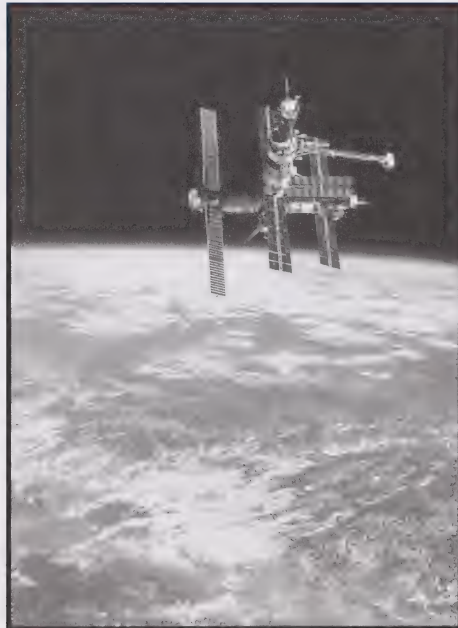
Look at the picture.

**satellite:** a spacecraft that moves in an orbit around the earth, moon, or other body in space; a heavenly body that moves in an orbit around another body larger than itself

What does this telescope see? (The Hubble space telescope is a **satellite** that takes pictures of objects such as stars and planets, and sends them back to Earth.)

Who might use this type of telescope?

If you have a telescope or know of someone who has, spend some time stargazing.



## Word Study

Words that have **tele** in front of them mean there is distance involved. Refer back to Day 6 to review words like

- television
- telephone
- telescope

Check your Sky Words chart once again to see if you need to add some more words.

Clap to the rhythm of the words below to see how many syllables or beats each word has.

telescope  
stars

moon  
astronomer

satellite  
planet

### Materials

Home Instructor's Manual



Sound out the word **help**. Refer to the Key Words and Actions Guide for the “short e” sound and any consonant sounds needing review.

Then show what the word **help** looks and sounds like when the letter **s** is added.

help s → helps

Give an example of how each word is used in a sentence.

He can **help** his dad.

He **helps** his dad.



Remind your student that words can look a lot alike, so we must look at them carefully, rather than just guessing at what the word says.

### Enrichment (optional)

Go back over songs referring to the moon, such as

- Aiken Drum
- Au clair de la lune
- Skinnamarink



If your student shows interest in the topic of space, you may want to schedule a trip to a nearby space science centre, planetarium, or observatory. The wealth of knowledge presented by these sites can greatly extend the student's learning. A study trip like this could be added to culminating activities already planned or even done as an alternative celebration.

If a trip is not an option, there are wonderful Internet sites available with current visual images of planets and other celestial bodies that were actually taken by spacecraft. If you do not have a computer, many public libraries now offer Internet services.





## Writer's Workshop

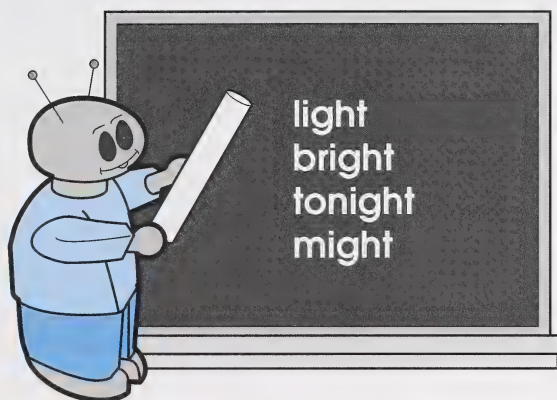
## Materials

Reading Resources



To prepare for Writer's Workshop, turn to the Table of Contents in *Swing In*. Have your student run a finger down the left-hand side to locate the title "Star Light." Locate the poem on the page indicated.

Read the poem together. Then ask your student to point out the words that rhyme. On paper or chalkboard, list these words.



Add any other words that belong to this word family. Explain that words ending in the letters **ight** sound this way. Once the student is familiar with these rhyming words, reading the poem alone may be possible.

After reading the poem a second time, discuss the idea of wishes. While working in Module 2: Imagine That!, your student wrote a wish. Most often when people write wishes they think of something that they would personally like to have or do. Sometimes it's good to make a wish for someone else.

Discuss with your student something that she or he would like to happen for a loved one or someone else in need. Remind your student that not all wishes come true, but that there is no harm in wanting the best for someone else.



For a simple way to write the wish, use the sentence starter below.

I wish \_\_\_\_\_.

Your student may start with the sentence and then discover that there is more to be said on the topic. The writing could turn out to be

I wish \_\_\_\_\_

because \_\_\_\_\_.

Have your student complete this assignment with a suitable drawing. On occasion, the student may prefer to illustrate a story with a painting rather than a drawing.

### Alternative Activity

Perhaps your student has had a wish come true and has a personal story to tell. Such a story would also be welcome.

Label the back of the student's writing with the student's full name and M3D15 before placing it in the Student Folder or putting it on display until submission time.



**It's time for lunch now.**

**Leave space in your afternoon for  
more space activities.**

## Silent Reading

**Time recommended: 5–10 minutes**

Blind and visually impaired people learn to read books that are written in **braille**, or raised dots that are read by touch.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 15.





## Project Time

**Time recommended: 50 minutes**

**etching:** producing a picture or design by scratching it into a surface

There are three art projects to choose from today. Each project uses space as the subject matter and **etching** as the technique. The student will use various tools to produce different types of lines in the art work.

To start the project, have your student read the poem “Star Light” from this morning’s Writer’s Workshop.

Ask your student to visualize how the stars and planets look in the night. Ask questions like the following to help with visualizing:

What colour is the background?

What colour are the stars?

Think of pictures of planets and space that you have seen.

How would you describe what you saw?

What types of vehicles might you see in space?



If you have any pictures of space, stars, or planets allow the student to view them.

Talk about the project choices, let the student make a choice, and then work together to gather the necessary materials.

Upon completion of your chosen design, have your student think of a suitable title. Then make a label of this title to be cut out and glued to the art piece. Labels can be hand-printed or typed by the student on the computer.

## Project Choice 1: Crayon Etching

Read the directions and complete the project by following each step.

**Step 1:** Cover the entire surface of the drawing paper with a heavy coat of bright-coloured crayons. Use colours you might see in stars and planets. You may wish to colour the paper in wide strips or in square patches so that lots of bright colours are used. Fluorescent crayons work well, if you have them. Press very hard to get a good covering of wax. When you are done colouring, rub the bright colours lightly with a cloth or tissue to prepare for the next step.

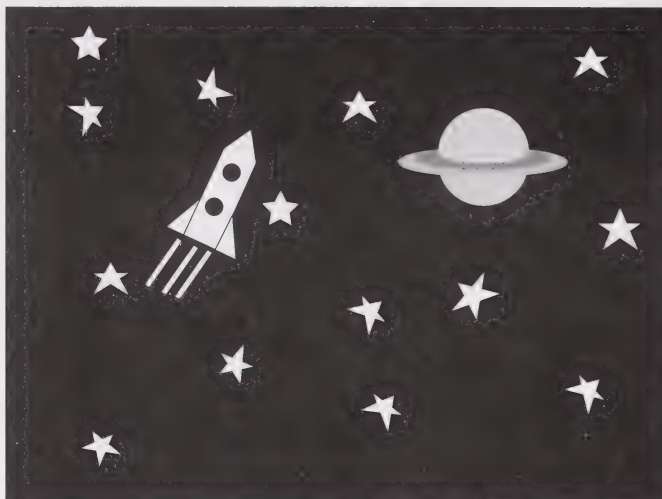


**Step 2:** Completely cover the bright colours with black crayon until none of the original colours show. The black makes your **background**.

**Step 3:** Think about the objects you want to put in your space picture. Scratch and scrape through the dark coloured wax to show the bright colours below. Use different tools to make different lines. Can you make a tiny star with a paper clip end? What tool would work best for scratching and scraping out a planet? What could you use to draw a spaceship or space shuttle?

**Step 4:** Put lots of details into your picture.

**Step 5:** When you are finished the space picture, stand back and look at it. Would you like to add anything else?



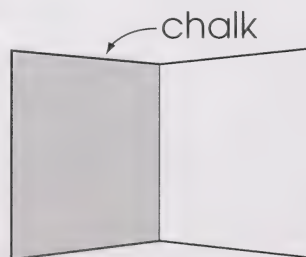
### Project Choice 2: Crayon Print

Read the directions and have your student follow the steps.

**Step 1:** Fold white paper in half and open again.

**Step 2:** Rub chalk on one half, covering the paper with an even coat.

**Step 3:** Colour heavily over the chalk with bright-coloured crayons. You may colour in strips or in patches. Cover the chalk completely.



**Step 4:** Next cover the bright colours with a black crayon. You may need to rub the bright colours with a cloth or tissue to help the black crayon adhere better.



**Step 5:** Fold the paper closed and using a pencil, draw a space picture on the outside. Press heavily. Open up the paper and you will see two pictures, one with a white background and one with a dark background.



**Step 6:** Some of the shapes in the picture with the dark background may be scraped out using a tool such as a spoon, rounded end of scissors, or table knife. Other fine details may be added to the dark picture using a stick, hairpin, paper clip, nail file, or other sharp tool.

## Project Choice 3: Paint Etching

**Step 1:** Cover the entire surface of the drawing paper with a heavy coat of bright-coloured crayons. Use colours you may see in stars and planets. You may wish to colour the paper in wide strips or in square patches so that lots of bright colours are used. Fluorescent crayons work well, if you have them. Press very hard to get a good covering of wax. When you are done colouring, rub the bright colours lightly with a cloth or tissue to prepare for the next step.

**Step 2:** Cover your working surface with newspaper. Mix a bit of liquid dish soap with black tempera paint to help it stick to the crayon. If the paint is very thick, add water. Completely cover your page with the black paint and let it dry.

**Step 3:** Think about the things you want to put in your space picture. Scratch and scrape through the dark-coloured paint to show the bright colours below. Experiment with different tools to make different lines. Can you make a tiny star with a paper clip end? What tool would work best for scratching and scraping out a planet? What could you use to draw a spaceship or space shuttle?

**Step 4:** Add lots of detail to your picture. Before displaying or putting away the art work, discuss the different kinds of lines that were made with different tools.

Which tools made thick lines?

Which tools made thin lines?

What kinds of lines are best for small details?

When did you use thick lines?

What worked best for scratching a larger area?



This artwork will be suitable for Sharing Time and the culminating activity. Be sure to label it with the student's full name and M3D15 before placing it in the Student Folder. **The chosen project is a required submission on Day 18.**

### Sharing Time

**Time recommended: flexible**

This time could be used for further planning or preparation needed for your grand finale. Are there any assignments that need completing?

Other options are

- reading "A Telescope"
- reading or reciting "Star Light"
- demonstrating balances practised this morning
- displaying and explaining the space picture

## Let's Look Back

**Time recommended: 10 minutes**

Talk about today's activities in general. Then ask more specific questions that will aid your observation of the student's progress in physical development.

During Music and Movement, we were doing activities that required balance and skill.

What did you enjoy most?

What did you enjoy least?

Explain why you feel that way.

What physical skills are you good at doing?



What skills are you just learning?

Do you try hard to follow directions for each activity?

Why is it important to be physically active?

What would happen to your body if you were not active?

How do you feel when you do physical activity?



Before finishing up for the day, ask your student to remove the third piece of tape from the pollution strip. As before, compare the cloth where the tape was covered with surrounding areas of cloth. Discuss the findings.

There is no Learning Log for today.

## Story Time

**Time recommended: flexible**



Enjoy a relaxing time together. You may wish to read a fiction book about space, such as *The Magic School Bus Gets Lost in Space*, by Joanna Cole, or Brian Wildsmith's *Professor Noah's Spaceship*. Story Time can also be a time for telling a story.

**Tomorrow's topic is space travel.  
Get ready to blast off!**

# Blast Off!



It's time to launch your space shuttle. Blast off!

Today, the topics of space travel and planets will be introduced. Sharing factual information about astronauts and planets will help your student understand space travel and explore our fascinating universe.

You will guide your student's research in books, magazines, and videos, and on the Internet. In addition, you will be assisting your student to develop note-taking skills. These activities will capture the student's interest, develop knowledge of our solar system, and aid in report writing. Because your student is a beginning writer, the written report will be brief.

On Day 17, your student will write a report about a planet. If the study of planets motivates your student to further learning, other reports could be completed. During Project Time, the student will prepare a mural to illustrate knowledge of the planets.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 3B
  - Day 16: Spelling Test
  - Day 16: Printing Ee
- nursery rhyme book (optional)
- *Level A: Modern Curriculum Press Phonics*, pages 135, 136, and 137 (page 138 optional)
- Thematic Assignment Booklet 3B
  - Day 16: Planet Notes
- references on planets

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3: Day 16.

### Project Time

- newspaper

- various-sized circular objects to trace circles
- finger paint paper, manila, or other heavy, white unlined paper
- tempera paint
- small sponges of various sizes and shapes
- old toothbrush
- paintbrush
- commercial finger paint (optional)
- ingredients for Recipe #1: wheat or wallpaper paste, water, tempera
- ingredients for Recipe #2: soap flakes, liquid laundry starch, tempera, small containers
- watercolours
- spoon

### Let's Look Back

- Thematic Assignment Booklet 3B
  - Day 16: Learning Log
- pollution strip from Day 13

### Story Time

- mutually chosen reading material



## Activities

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time routine and place the weather symbol on the calendar. What is your prediction for today's weather?

## Focus for Today

The focus for observation today is your student's developing **listening skills**. Does the child

- listen for details and facts
- rephrase or tell a detail or fact in her or his own words
- follow oral directions
- enjoy listening to a variety of fictional and non-fictional information
- listen for longer periods of time
- look at the speaker
- ask for clarification when something is not understood

## Materials

Thematic Assignment  
Booklet



## Language Arts

**Time recommended: 35 minutes**

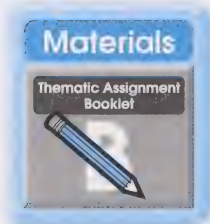
### Spelling

Test your student on the six assigned spelling words for this module. To assess your student's ability to spell these words

- do not practise them prior to the test
- administer the test in a room where none of the assigned words are displayed

Testing in this manner will give a better indication of the student's spelling skills.

It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of the words.



Turn to Thematic Assignment Booklet 3B, and follow these directions to do Day 16: Spelling Post-Test:

**Step 1:** Say each word clearly, but in a normal manner.

**Step 2:** Say a sentence that contains the word, preferably not at the beginning, to avoid the need for a capital letter.

**Step 3:** Repeat the word.

The words for the test are **the, is, I, it, in, and if**.

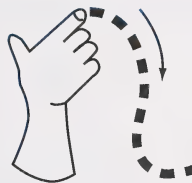
### Phonics and Printing



Turn to page 135 in *Level A: Modern Curriculum Press Phonics*. Read the poem at the top of the page to introduce the "short e" sound. Ask your student to listen for the sound that **e** makes in the words **red, hen, Jen, and pen**. Explain that this is the same sound heard at the beginning of **elephant**.

Discuss the following key word and action.

elephant



You could read a few nursery rhymes and ask your student to listen for and identify **short e** words. For example try “Pussy Is in the Well” and “Farmer in the Dell” if you have a book of nursery rhymes.

### Activities

#### teaching tip



The “short e” sound is a difficult one for some children to discriminate, since it is very similar to the short sound of **i**. Say the “short i” and the “short e” sounds in isolation in front of a mirror. Observe the position of the lips and tongue as the sounds are spoken.

With the “short i” sound, the corner of the lips are pulled back; with the “short e” sound, the lips are more rounded. The tongue position is also slightly different, with the tongue being elevated more in the “short e” sound.

Alternatively, you could say each sound several times and ask the student to observe the positions of your tongue and lips.

You could also make charts of word families with the “short e” sound.



<u>et</u>	<u>en</u>	<u>ed</u>
jet	men	bed
pet	hen	fed
met	ten	led
bet	Ben	Ned
get	den	red



Printing the beginning letter in a different colour or underlining the common word part (**et**, **en**, **ed**) helps your student compare the words.

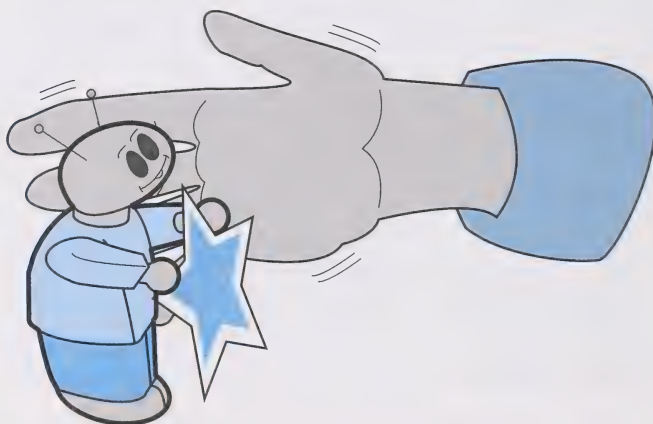
Proceed with the activities on pages 135, 136, and 137. You may also want to have your student complete page 138 because it is a good exercise in matching text with a picture. When your student has completed today's work, mark the pages and discuss any problems encountered. Have the student make necessary corrections and re-mark them with a different colour of pen. Occasionally, write a note to the teacher indicating your student's degree of independence in doing phonics assignments.

### Materials

Student Folder



Label pages 135 and 137 with the student's full name and M3D16 before placing them in the Student Folder.



### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3B, and follow the directions to complete Day 16: Printing Ee.

## Music and Movement

**Time recommended: 10–15 minutes**

This session offers rhymes and activities aimed at giving your student a sensation of lifting off and heading toward space. Begin your activities, if possible, with some swinging. Your student can chant the following verse with you before heading out the door.

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### Swinging

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**Swinging in the swing,  
Swinging up so high,  
We can almost bump our heads  
Up against the sky.**

---

---



Does swinging put a smile on your face?

Try these words or make your own to sing to the tune of “Row, Row, Row Your Boat.”

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### Rocket Travel

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Blast, blast, blast, your rocket  
Straight up in the sky.  
Merrily, merrily, merrily, merrily  
Now you're soaring high.

Sail, sail, sail, your spaceship.  
Sail along with speed.  
Merrily, merrily, merrily, merrily  
Do you have all that you need?

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Have your student crouch down low and “blast” up high. With other family members, you might be able to sing one verse as a round. Have fun!

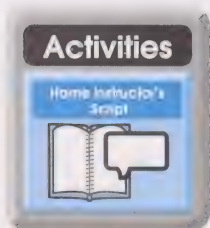
As time allows, invent other rhymes that talk about a **space station**, **moon buggy**, **lunar module**, **satellite**, or any other spacecraft the student thinks of.

Try the finger play that follows. Begin the rhyme with the fist closed. At each **ordinal number**—the words **first**, **second**, **third**, **fourth**, **fifth**—your student holds up a finger, until all five fingers are up. At the words **blast off**, the student jumps as high as possible.

Introduce the rhyme by saying,

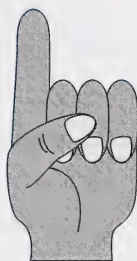
Here is a finger play about five rocket ships.

Listen carefully for the words **first**, **second**, **third**, **fourth**, and **fifth**.

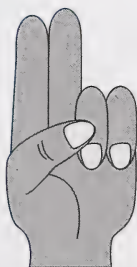




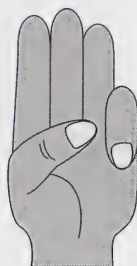
When you hear the word **first**, hold up one finger.



When you hear the word **second**, add one more finger.



Keep adding a finger with the words **third**, **fourth**, and **fifth**.



When the rhyme says **blast off**, you can jump into the sky.

Get ready to listen. You can join in any time.

Read the rhyme and demonstrate the actions.

---

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### Five Rocket Ships

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Five little rocket ships, ready to fly  
The first one said, "I'm heading for the sky."  
The second one said, "I'm going to the sun."  
The third one said, "This is fun."  
The fourth one said, "Let's blast off for the stars!"  
The fifth one said, "But first we'll stop at Mars."

Now countdown has begun  
10, 9, 8, 7, 6, 5, 4, 3, 2, 1  
**BLAST OFF!**



10, 9, 8, 7, 6, 5, 4, 3, 2, 1



Blast off!

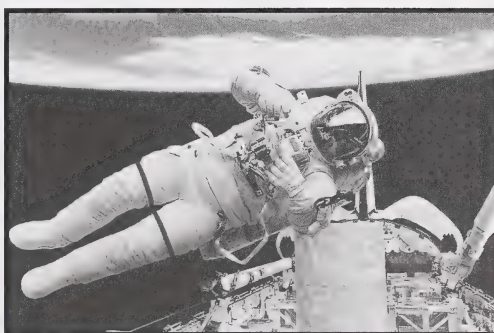
## Language Arts

**Time Recommended: 60 minutes**

### Reading

#### Reading Aloud

Begin by asking your student to tell what thoughts come to mind when the word **astronaut** is mentioned.



Encourage the student to discuss what he or she knows about astronauts, but, as in the previous day's activity, do not correct any misinformation.

Record what the student knows about astronauts.

What I Know  
About Astronauts



Introduce the word **astronauts** with the following script.

Today, I am going to read you some factual information about **astronauts**.

Listen carefully to the information to decide whether it matches your understanding of astronauts.

### Astronauts

Astronauts travel into space in spacecraft.

They go into space for many reasons, such as to repair satellites and do experiments.

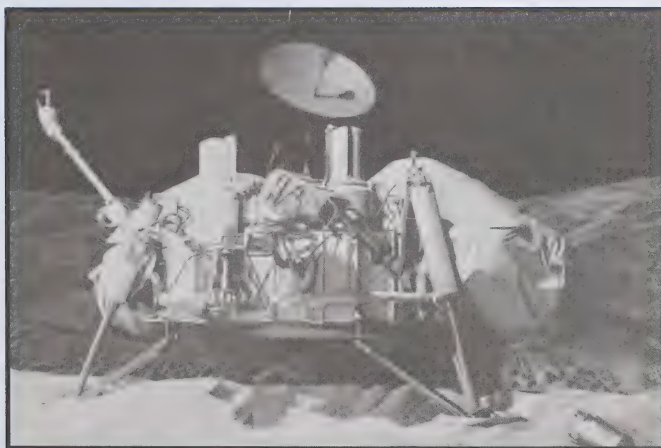


Outside the spacecraft, astronauts carry a supply of air and wear spacesuits to help them breathe and protect them from the cold and the sun's rays.

Astronauts have been to the moon, but not yet to any of the planets.

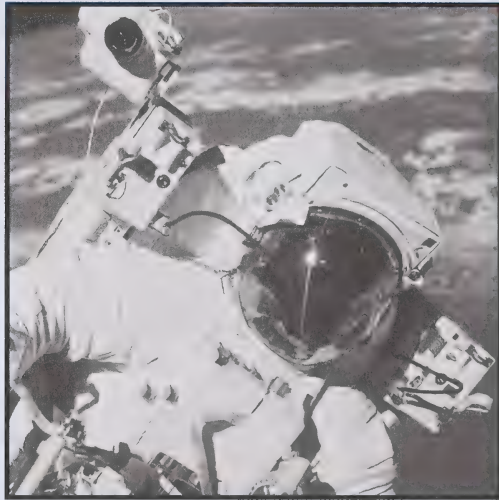


It took astronauts two days to get to the moon. A lunar module carried them from their spacecraft to the moon's surface and back.



Some astronauts travelled around the moon's surface in a buggy called a lunar rover.

In space, astronauts float because they are weightless. On Earth, they practise being weightless in a swimming pool. Floating in water feels a little like floating in space.



Living on a space station can cause problems. Even eating can be tricky because food and drinks float away if you are not careful.

Discuss how the factual information compares to the student's thoughts about astronauts. If there are any discrepancies, discuss possible reasons.



Continue with the following questions.

Now that you have listened to the factual information about astronauts, what can you tell me about them?

I will list what you have learned on a sheet of paper.

Some information that the student might mention follows:

- Astronauts travel into space.
- They go into space for many reasons, for example, to repair satellites and do experiments.
- Astronauts carry a supply of air and wear spacesuits to help them breath and to protect them from the cold and the sun's rays.
- Astronauts have been to the moon.
- Some astronauts travelled around the moon's surface in a buggy called a lunar rover.
- Astronauts float in space because they are weightless.



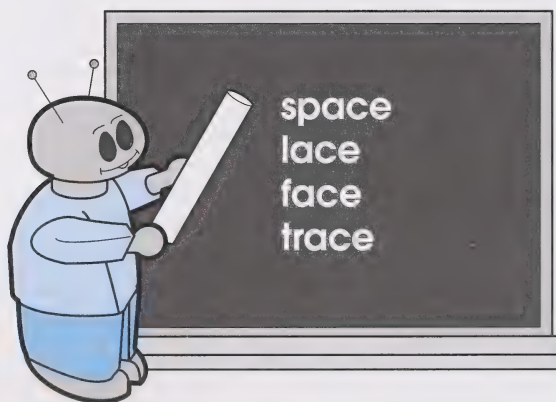
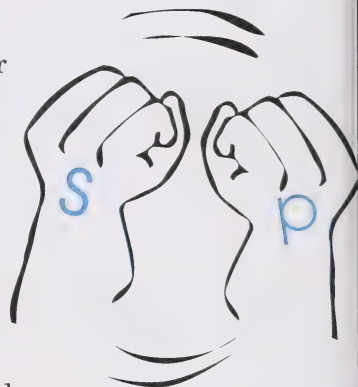
## Word Study

Be sure the student can recognize the high-frequency words **I** and **in**. Your student may already be familiar with the word **space**. Teach the sounds of the word as well.

To introduce the **sp blend**, use blocks or hands with the letters **s** and **p** on them, as you did in Day 1 of Module 3A. Move the hands together as you blend the sounds of the letters.

List words that begin with the **sp blend**, such as **spot**, **spin**, and **spoon**.

The letters **ace** may be taught as a unit of sound. The **silent e** works as it should and the letter **e** makes the **c** say the soft sound—a concept that might be beyond your student right now. Think of a few words that could be in the **ace** family.



Next, you will be reading some factual information about planets. Continue to give the student the opportunity to express ideas without correction.

When I say the word **planets**, what do you think of?

Record what the student knows about planets.

What I Know  
About Planets

I am going to read some factual information  
about the planets.

Listen carefully to the information to decide if  
it matches your knowledge.



The planets look like this, but are  
not all in one bunch.



## The Planets in Our Solar System

Our solar system is made up of the sun and the nine planets that orbit (travel around) it.

**Mercury** is the **first** planet from the sun.

**Venus** is the **second** planet from the sun.

**Earth** is the **third** planet from the sun.

**Mars** is the **fourth** planet from the sun.

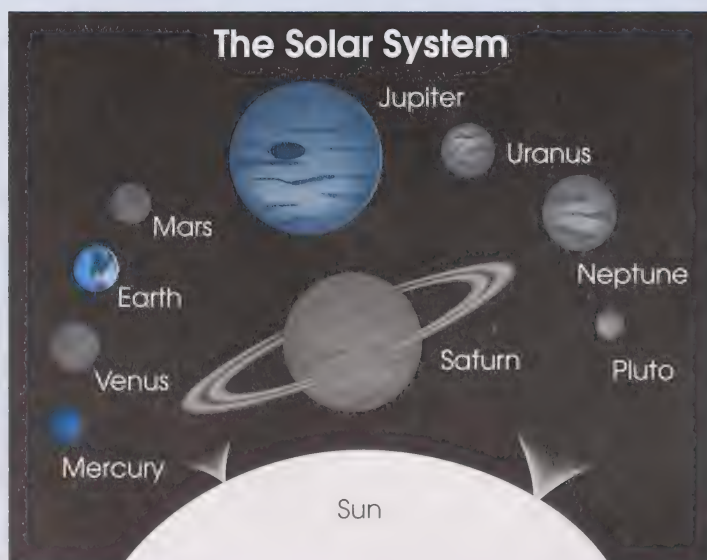
**Jupiter** is the **fifth** planet from sun.

**Saturn** is the **sixth** planet from the sun

**Uranus** is the **seventh** planet from the sun.

**Neptune** is the **eighth** planet from the sun.

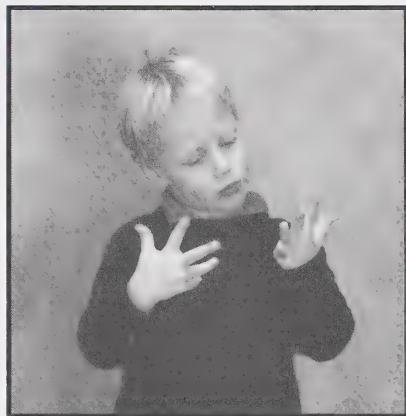
**Pluto** is the **ninth** planet from the sun and it is the smallest.



This is our solar system. Our solar system is part of the universe.

Discuss how the factual information compares to the student's thoughts about planets. Discuss possible reasons for any discrepancies.

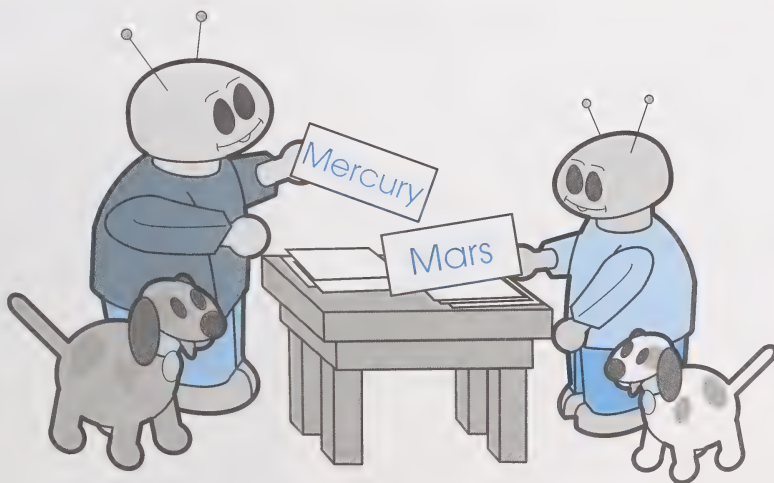
You could review the **ordinal numbers** introduced in the finger play from this morning's Music and Movement. Then read the story together, tracking the text.



### Word Study

Many students will be able to recognize the words in the text because they follow a pattern. Ability to read the names of the planets will depend on the student's familiarity with this vocabulary. The student is not required to sound out each of these words at this time.

As this text is reread or as you study other resources on this topic, the student will use beginning sounds, pictures, and memory to find the right word.



### Writer's Workshop

Today your student will begin a research project to learn more about three chosen planets from our solar system. The reading *The Planets in Our Solar System* could be used as a reference to show the position of each planet in relation to the sun. Also refer to other sources of information. See the list of Additional Resources at the front of the module.



Remember that this is one of your student's first attempts at discovering facts about a subject, so keep the material and ideas simple and provide support. Use pictures, diagrams, and books with simple text. In most cases, you will do the reading and lead the student to the appropriate key fact and details. You may need to isolate a specific sentence and read it to your student several times so the key fact and details can be noted.

The skills you are aiming to develop are

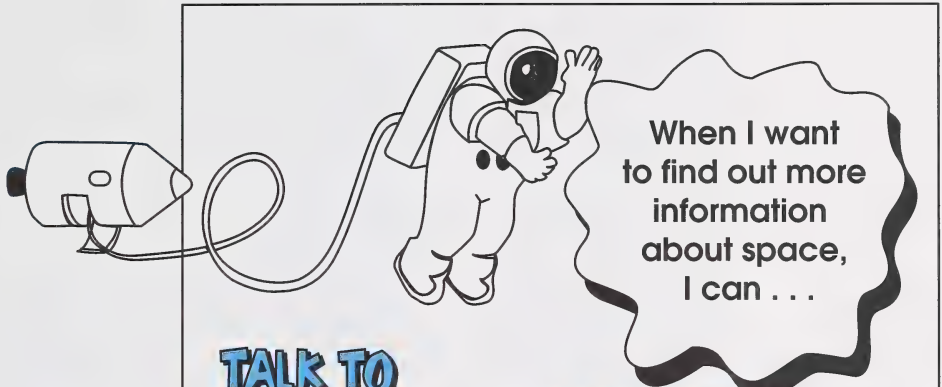
- listening for key words and details
- understanding the difference between fact and fiction
- taking notes
- organizing and presenting information

Locate information and write notes. On Day 17, your student will write a short report based on the notes.





Ask your student how he or she could find out more about the planets. Extend the student's ideas by discussing the following chart.



**TALK TO**

- my mom or dad
- my brother or sister
- an expert
- an older friend

**LISTEN TO**

- an audiotape
- the news

**LOOK AT**

- a film or filmstrip
- a video
- a picture
- a TV program

**READ**

- a book
- a magazine
- an article
- an encyclopedia
- information on the computer

**OBSERVE**

- the sky

**Materials**

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3B, and follow the directions to do Day 16: Planet Notes.

### Alternative Activity

The student may have a personal interest or curiosity about another aspect of space—comets, the moon, asteroids, or stars. In this case, help your student list a few questions that need to be answered on the chosen topic. This may be done *instead* of the planet research activity. Label the back of your notes with the student's full name and M3D16, and then attach this page to the Module 3B Assignment Booklet.

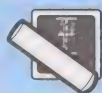
### Enrichment (optional)

The previous Alternative Activity can be done as an extra learning experience for a child who can handle the original assignment and an added challenge. Your student could be capable of doing research on more than three planets—perhaps even all of them!



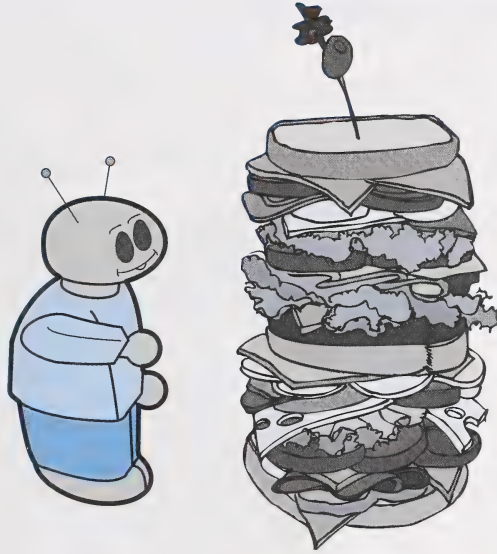
#### Activities

Teaching Tip



If you were able to visit a space science centre, a planetarium, or an observatory, you may have learned information suitable for reporting.

Remember also, there are wonderful Internet sites available with current visual images of planets and other celestial bodies that were actually taken by spacecraft. If you do not have a computer, many public libraries now offer Internet services.

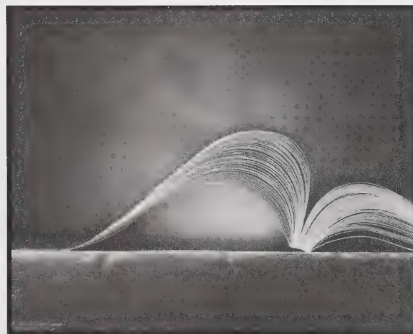


**This sandwich will take up lots of space in your tummy.**

## Silent Reading

**Time recommended: 10 minutes**

Read your choice of books, stories, magazines, or other reading material.



Have this morning's activities encouraged your student's interest in space? If you have found any non-fiction books about space, your student may enjoy studying them now.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3B, Day 16.



## Project Time

**Time recommended: 50 minutes**

Your student will paint circles of various sizes to illustrate the planets of the solar system. On Day 17, the circles will be placed on a large space mural, along with your student's research facts.

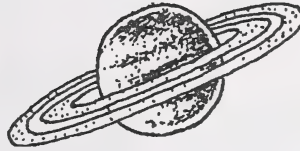
You will need to cut nine circles of different sizes to represent the planets. Heavy paper, such as finger paint paper, manila, or the white paper you use for flash cards, will work the best.

While the proportions do not have to be perfect, try to get them close to the relative size. For example, Jupiter may be traced from the size of a large serving bowl; Saturn slightly smaller, perhaps the size of a large dinner plate; Uranus smaller yet, perhaps the size of a luncheon plate. Continue to make smaller circles, ending with Pluto, the smallest planet.

The following illustrations will help you make the circles. Note that these illustrations are not to scale.



Jupiter



Saturn



Uranus



Neptune



Earth



Venus



Mars

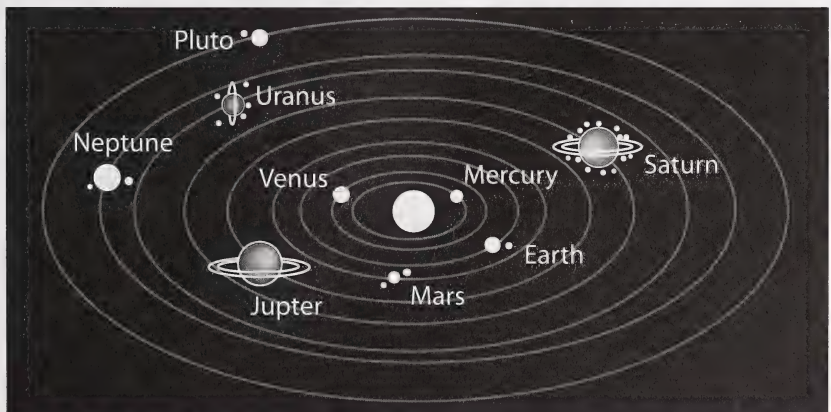


Mercury

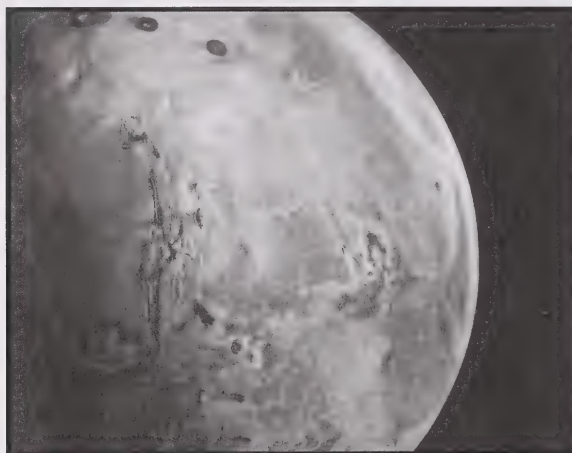


Pluto

Here is what the planets look like in **orbit**, or in their paths around the sun. **Note:** The orbits and the planets are not drawn to scale.



A variety of painting techniques follow. You may choose to try different painting techniques for different planets, or you may use one technique for all planets. By varying the technique and colour, you will make the planets look like the illustrations. For example, Mars is usually shown with a mottled red colour. Perhaps sponge painting would give this effect.



Mars

### Painting Techniques

Cover your painting area with newspaper.

#### Sponge Painting



Dip damp sponges into dry tempera paint. Experiment with dabbing, smearing, swirling, and dotting. Also try wetting the paper as well as the sponge.



### Spatter Painting

Dip an old toothbrush into tempera paint. Use your thumb to flick paint spatters onto the paper or snap your wrist while holding the toothbrush over the paper.

### Finger Painting



Commercial or homemade finger paint may be used. Sweeping and stationary hand movements will vary texture and design.

#### Finger Paint Recipe #1

Add water to wallpaper paste until it reaches desired consistency. Add tempera paint and mix.

#### Finger Paint Recipe #2

Add soap flakes (not detergent) to one litre of liquid starch. Pour into several containers and add different colours of tempera paint to each. Mix well.

### Wet-on-Wet Watercolours

Wet a piece of paper with a sponge. Dip a brush into watercolours. Try different strokes for different effects. Quick dots of colours will run together in spontaneous shapes. Long strokes of different colours make interesting stripes.

### Blotto Painting

Fold circles in half and then unfold them. With a brush or spoon, place drops of tempera on one side of the fold. Gently press the two sides together so the paint will squeeze and blot.

Open the paper and allow the circles to dry. Putting them under a weight, such as a heavy book, after they are dry will help prevent curling. Finger paintings may be pressed with an iron on the unpainted side if curling occurs. (Be sure to protect your ironing surface with other paper.) Save the painted planets for the mural on Day 17.

### Sharing time

#### Time recommended: flexible

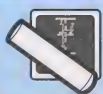
Your student may wish to

- read one of today's Reading selections
- share a poem, song, or finger play from Music and Movement
- tell information about planets

What can you or other family members share?

#### Activities

Teaching Tip:



Your student may enjoy role playing space travel by creating a spaceship and pretending to take a space journey. A large cardboard box can become a spaceship. Felt markers can be used to draw dials and screens for the control panel.

A spaceship can also be made using chairs and blankets. Add a few props and your student is ready to blast off into space. Siblings may wish to join the journey, too. Dramatic play is a great way to extend vocabulary and confidence.



## Let's Look Back

**Time recommended: 10 minutes**

As you talk about the day's activities, ask the following questions to learn more about your student's listening skills. Encourage general reflections on the day as well.

Did you like listening to the verses in Music and Movement?

Did you remember some of the words when we reread a story or poem?

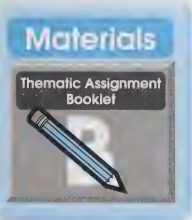
Do you understand what to do when instructions are given for projects or activities?

What do you do if you don't understand directions?

What do you like to listen to best: books with facts, fiction books, poetry, or music?

I will write down your favourite listening materials for your teacher.

Ask your student to remove the fourth piece of tape from the pollution strip. Compare the cloth where the tape was and the part that wasn't covered. Can you see any differences?



Turn to Thematic Assignment Booklet 3B, and follow the directions to complete Day 16: Learning Log.



## Story Time

**Time recommended: flexible**

Do you have any special nighttime poems or songs to share? Is your student familiar with the two nursery rhymes that follow?

---

---

Wee Willie Winkie  
Runs through the town,  
Upstairs and downstairs,  
In his nightgown;  
Rapping at the window,  
Crying through the lock,  
Are the children all in bed,  
For now it's eight o'clock?

---

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Good night,  
Sleep tight,  
Wake up bright  
In the morning light,  
To do what's right  
With all your might.

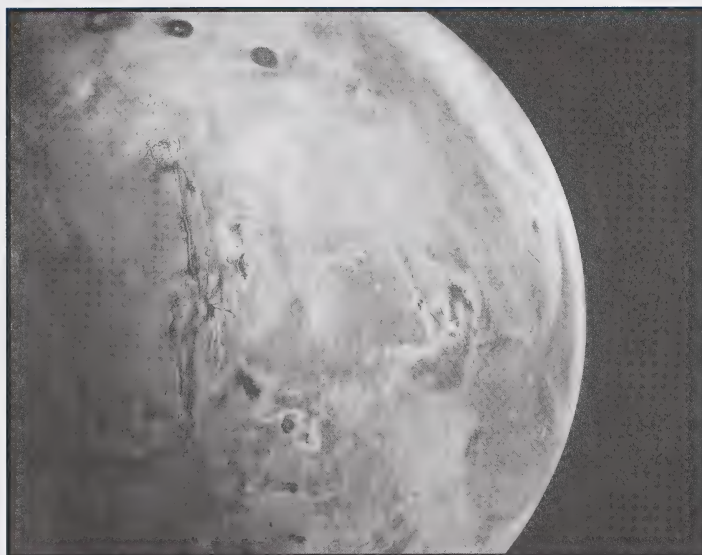
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**On Day 17 you will finish your  
planet research project.**

**Are you progressing well on your  
plans for the culminating display?**

# So, This Is Mars



Your planet research project will be completed during Writer's Workshop and Project Time. Facts about at least one planet will be made into a short report. Then a mural will be created to include this report and the planets made during Day 16. Your mural will certainly be an eye-catcher for your culminating display!

Have you finalized your plans for the end of the module? Time will be scheduled on Day 18 for setting up the display to share with guests or family members. Organizing and presenting information is an important and useful skill, as well as a confidence-builder.

Have materials for Module 3A been returned from the student's teacher? If not, call the teacher to check on the status of Module 3A.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 3B
  - Day 16: Planet Notes
  - Day 17: Word Recognition Test
- *Level A: Modern Curriculum Press Phonics*, pages 139 to 142
- computer (optional)

### Music and Movement

- chair, stool, or other low furniture
- clear wall space
- soft floor surface, such as a mat

### Silent Reading

- books, magazines, or other reading material

### Math Time

- See Mathematics Module 3, Day 17.

### Project Time

#### Planet Mural

- planet report from Writer's Workshop
- large sheets of black construction paper (each sheet at least 12" x 18") or black roll paper
- yellow construction paper
- pinking shears (optional)
- painted planets from Day 16
- foil stars (optional)

### Let's Look Back

- pollution strip from Day 13

### Story Time

- mutually chosen reading material



## Activities

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

To review the days of the week, take out the flash cards and say

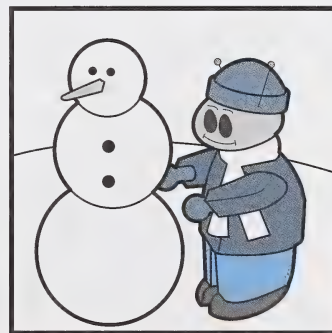
Show me the card for today's name.

Are there any other days of the week that start with the same letter?

What do you notice about the ending letters of these words? (The days of the week all end with the word day.)

Now, put the days of the week in order, starting with Sunday.

Review any other calendar concepts, such as seasons, that you have worked on during this module. Continue with your calendar routine.



### Focus for Today

The focus for today is on your student's developing **research skills**. Throughout this Thematic program, you will work on research skills as part of Social Studies, Science, and Language Arts activities. There is no Learning Log for today.



### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Begin by testing your student on recognition of the words in the word bank and the New Word Box.

Empty the word boxes and sort the cards into two piles. Make one pile with the high-frequency words on coloured cards and one pile with the special-interest words on white cards.

#### Materials

Thematic Assignment  
Booklet

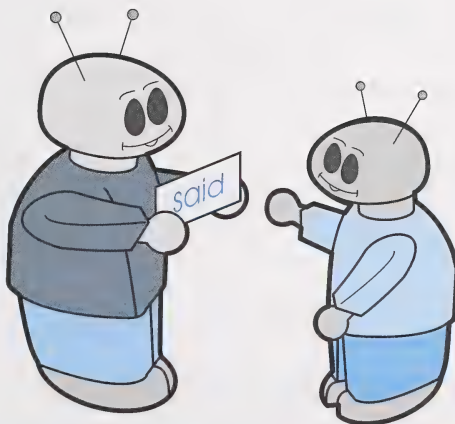


Turn to Thematic Assignment Booklet 3B, and follow the directions to complete Day 17: Word Recognition Test. Show your student the high-frequency words, one at a time, checking each word the student immediately recognizes.

Testing will be easier if you arrange the cards in the same order as the words on the test sheet. Repeat the process with theme or special-interest words.

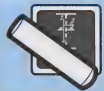
Place any words that the child has not yet mastered back in the New Word Box for further practice.

Place the word cards your student has mastered on rings, as you did in Word Study on Day 17 of previous modules. White cards are put on one ring and coloured cards on another ring. Review the word cards on these rings occasionally, particularly the high-frequency words.



## Activities

### Teaching Tip



Your student may not remember all of these sight words. Some children have a good visual memory and remember words easily. Others need to review the words many times before mastering them.

Encourage continued practice on any of the words that were not recognized by sight. Reviewing the cards briefly every day will help your student remember the high-frequency words.

Prepare games to practise these words if your student needs more repetition. You can make simple bingo cards with high-frequency words written in the squares instead of numbers. When you call out a word, the student finds it and covers it with a marker.



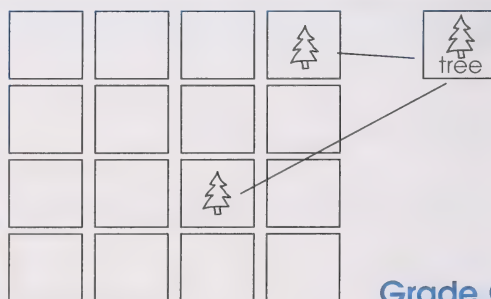
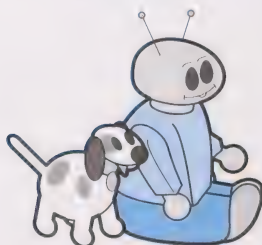
B	I	N	G	O
but	then	we	out	up
how	your	them	said	each
were	all	Free	about	these
their	will	any	they	many
that	of	you	are	the

### Activities

Teaching Tip



Card games also lend themselves to word practice. Cut manilla into card-sized rectangles and write each word on two cards. Now you can play "Old Maid," where you ask for words instead of numbers. You could also play "Concentration" or "Memory," where cards are turned face down on the table and the players turn up two cards at a time, trying to find pairs.



## Phonics and Printing

Your student will continue to work on the “short e” sound today as well as review and practise the other short vowel sounds.

### Materials

Home Instructor's Manual



As needed, refer to the short vowel part of Key Words and Actions Guide, from the Appendix of the Home Instructor's Manual.

apple



elephant



You're it!



octopus



up



Print the following words on a chalkboard or paper and ask the student to “sound out” the word by blending the sounds.

bed

hen

sled

wet

pet

men

If your student is still having difficulty with the “short e” sound, review the word family charts from Day 16 or make new word family charts with **short e** words.

### Materials

Phonics Book



When you are satisfied that the student has a good grasp of the short vowel sounds, turn to page 139 in *Level A: Modern Curriculum Press Phonics*.

Explain the directions for page 139, and then ask your student to do the work independently. Follow a similar procedure with page 140. Check the work and have the student make the necessary changes. Re-mark in a different colour of pen. Assign pages 141 and 142. Your student may need some help with the sentences on page 141, but still encourage independence as much as possible. Remind your student to print neatly. There is no printing assignment.

### Materials

Student Folder



After the pages are completed and marked, label each page with the student's full name and M3D17, and add them to the Student Folder.

## Music and Movement

Time recommended: 10–15 minutes



Today's activities will focus on balancing. You will need a cleared area with a soft surface such as a rug or grass.

Start with the following questions and comments:

Do you remember any balances we practised on Day 15?

Show me.

Today you will be doing more balances.

An astronaut in space is **weightless**.

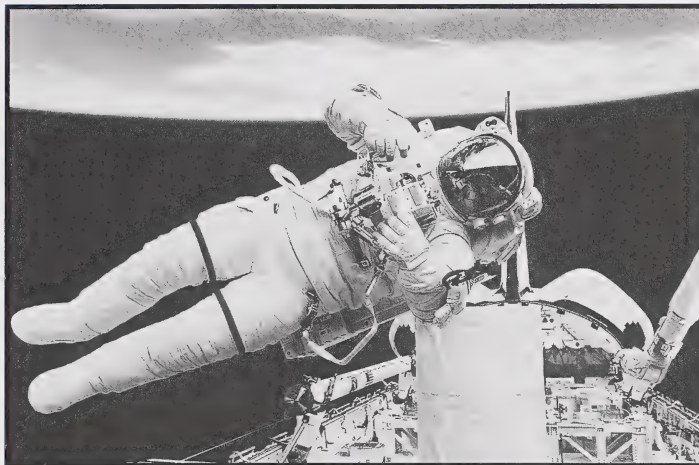
Astronauts can float around in the spaceship or outside the spaceship.

Do you think an astronaut would find it hard to balance in space? (An astronaut could probably balance himself upside down on one finger.)

On earth, you are heavier so it is harder to balance your weight.







Review the following balance activities from Day 15:

- on four body parts (for example, two hands and two feet)
- on three body parts (for example, two feet and a head)
- on two body parts (for example, one foot and one hand)
- on one body part (for example, one foot)

Ask your student which balances are the easiest and most **stable**.

Explain that stationary balances can also be done against other objects. You will need a chair, stool, or coffee table and some wall space. If you are using a chair or stool, be sure to hold it securely, so that it does not slip out from under the child when weight is placed on it. **Monitor these activities carefully to make sure the activities are suitable for your child and are done safely.**



Here are some balances to try. Select those that are suitable for your child.

- Balance with your hands on the chair and your feet on the floor.
- Slide your feet out further so more weight is on your hands and arms.
- Lie on your back and balance with your feet on the chair and your shoulders and head on the floor.
- Now try it with only one foot on the chair.

What other balances can you do with a chair?

Use a clear space on the wall for these balances.

- Balance with your hands on the wall and your feet on the floor.
- Slide your feet out a little further.
- Balance with one hand on the wall and one foot on the floor.
- Keep your feet on the floor and use a body part other than your hands on the wall (elbows, inside of wrists, shoulders, head).
- Lie on your back and balance with your feet on the wall and your head and shoulders on the floor.

What other balances can you do using the wall?

Again discuss which balances are easy or hard and which ones are the most stable. On Day 18, you will prepare a sequence of balances which will be a gymnastic routine.

### **Enrichment (optional)**

If the weather is suitable, your student may enjoy doing balances on outdoor playground equipment. Remember to monitor the activity carefully and discuss safety rules. For example, hanging upside down from a bar by the knees is very dangerous, due to possible neck and back injuries.





## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Shared Reading

What can you tell me about the planet Mars?

(Record the student's thoughts for later discussion.)

Where can we find more information about Mars? (library, Internet)

#### Materials

Reading Resources



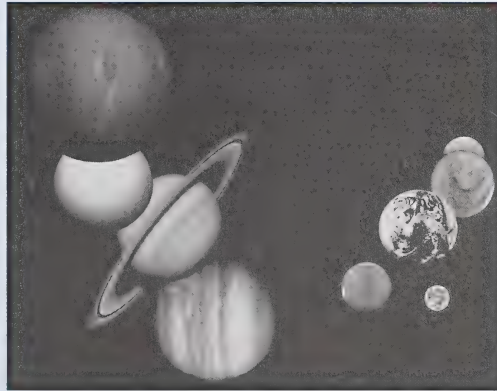
Point out that, although no one has yet travelled to Mars, scientists have studied the planet and have discovered many details about it.



Encourage the student to read the following factual information along with you.

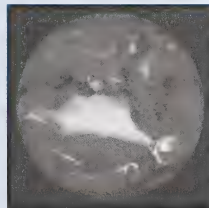
## Mars

Mars is the fourth planet from the sun.



It is only half the size of Earth and it is much cooler.

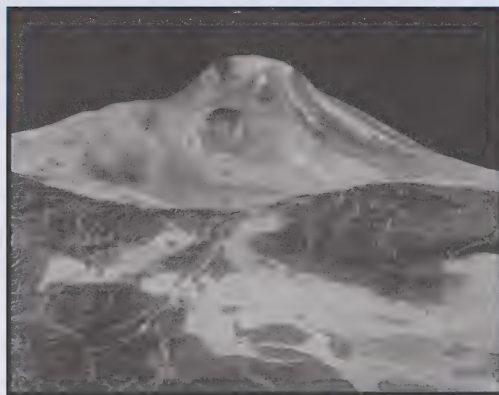
Mars's strong red colour is due to the rust in the rocks on its surface.



The largest volcano and the largest canyon ever discovered are on the surface of Mars.

There are also features on Mars that look like dried up riverbeds. Mars may have been warmer and wetter at one time. There may even have been life on this planet and it still may exist today.

Mars has two moons: Phobos and Deimos.



When finished, say

How does the information I read compare to what you know about Mars? (Refer to the notes you recorded.)

From the information we just read, what did you learn about the planet Mars?

The student could express the following facts in his or her own words.

- Mars is
  - the fourth planet from the sun
  - half the size of Earth
  - cooler than Earth
  - red in colour due to the rust in the surface rocks

- Mars has the
  - largest known volcano and canyon
  - features that look like dried up riverbeds
- Mars may have been warmer and wetter at one time. There may have been life on Mars and it may still exist.

Then ask

Have people from Earth ever visited Mars? (No.)

Discuss the possibilities of astronauts visiting Mars in the future. Ask the following:

Do you know why the astronaut in this photo is wearing a spacesuit? (There is no air in space to breathe or to keep your body at the right temperature. A spacesuit must be worn to provide a suitable temperature and air to breathe.)



### Enrichment (optional)

Learning more about astronauts and their work is fascinating. Perhaps your student would like to look into this topic further.



### Writer's Workshop

Help your student use the information from Day 16: Planet Notes and Alternative Activity notes to write a short report.

Read the notes with your student. If the student chose to research three planets, discuss how the planets are the same and different.

Which of the three planets is the biggest?

What is special about (planet's name)?

How is (planet's name) different from Earth?

Have your student choose which planet to report on. Your student may have accepted the challenge to report on more than one planet. If so, make a separate report for each.

On a sheet of lined paper, ask your student to write the name of the planet on the top of the page. Read the first phrase of your planet notes and ask your student to make a sentence with that word or phrase. Repeat the procedure with each point from the notes. For example, the chosen planet may be Mars and the word **red** is mentioned first in the notes. Then the sentence your student writes could be "Mars is red." The next phrase in the notes might say **fourth from the sun**, so the student might write "Mars is the fourth planet from the sun." Share the writing task if the student finds that there is too much writing to do.

When a simple sentence has been written about each fact, the writing is done. Use pinking shears to make a fancy border to decorate the edges of the reports.

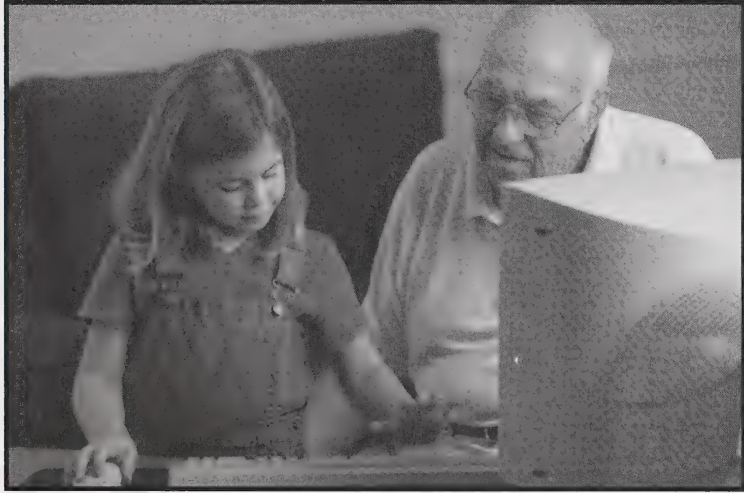
<p>Mars</p> <p>Mars is red.</p> <p>Mars is the fourth planet from the sun.</p> <p>Mars is . . .</p>
-----------------------------------------------------------------------------------------------------

<p>Mars</p> <p>Mars is red.</p> <p>Mars is the fourth planet from the sun.</p> <p>Mars is . . .</p>
-----------------------------------------------------------------------------------------------------

Have your student locate the circle painted on Day 15 that matches the planet in the report.

### Computer Activity (optional)

The report may be typed on the computer with a word-processing program. Choose a larger font. The sentences could be typed by an adult, using the student's handwritten draft. Not all students are developmentally ready for keyboarding.



Add a fancy graphics border or other decorative features to the report with the computer.

Label the back of the report with the student's full name and M3D17 before placing it in the Student Folder.



**It's time to stop for lunch now.**

**Do you think being an astronaut would be an easy job?**

**How would an astronaut eat lunch?**

## Silent Reading

**Time recommended: 5–10 minutes**

Get “comfy” with a good book, magazine, or other favourite reading material.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3B, Day 17.

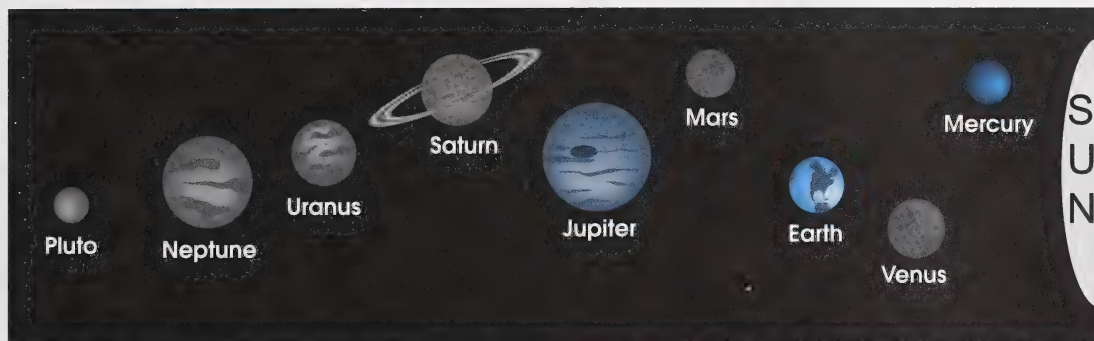




## Project Time

**Time recommended: 50 minutes**

Together you will create a mural to display your student's planet report(s) and planet paintings. Use resources you have gathered as a reference for how the planets look.



Ask your student to do the following:

- Staple or tape several large sheets of black construction paper together to make a very long rectangle. As planets are added, you may need to add more black paper. Black roll paper can be used instead if you have access to it.
- Make a large sun from yellow construction paper. The student may wish to have the sun partially shown on the page. Glue it to the far right end of the black construction paper background.
- Use the information from the reading *The Planets in Our Solar System* to put the planets in the right order. Glue or tape them to the black paper.
- Write the names of the planets on slips of paper and attach each to the correct planet painting. These headings could also be made on the computer.
- Attach the report(s) that were written during Writer's Workshop close to the correct planet.

- Add any other details you wish. For example, you might add shiny stars made from foil, a tiny spacecraft, or some asteroids

### Sharing Time

**Time recommended: flexible**

Your student may choose from the activities below for today's Sharing Time.

- Explain jobs that astronauts do or tell why he or she would like to be—or not to be—an astronaut.
- Tell about the space mural, and read the report(s) about the planets.
- Read the words from the index-card rings to show how many new words have been mastered.



## Let's Look Back

**Time recommended: 10 minutes**

There is no Learning Log for today.

As you talk about today's activities, ask questions similar to the following to learn more about your student's developing research skills. Also discuss the day in general terms.

Did you enjoy finding out about planets?

Where did you find information?

What was interesting or helpful in your information sources?

What did you find out about the planets?

What was the hardest part of your planet report?

What did you enjoy the most?

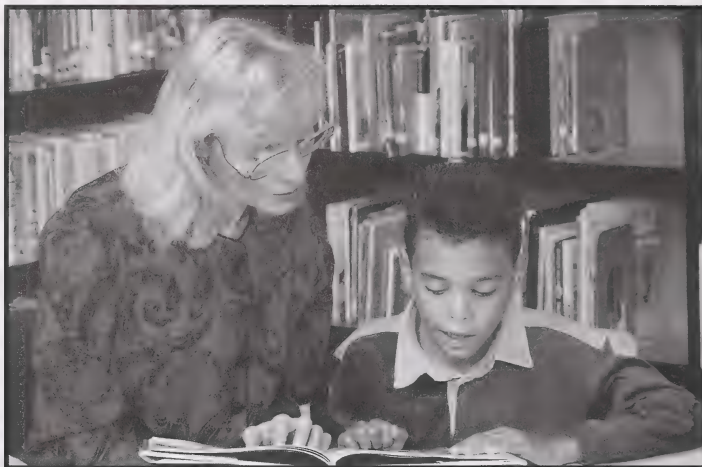


Ask your student to remove the fifth piece of tape from the pollution strip and compare the cloth where the tape was with the part that wasn't covered. Was there a difference?

## Story Time

**Time recommended: flexible**

Enjoy a quiet time together either now, after dinner, or before bedtime. Your modelling of good reading will encourage your student to become a reader, too.



**The module is nearly over.**

**Congratulations on completing your  
research project and mural.**

**Are you proud of it?**

**Prepare for a safe landing back on  
our planet.**

**By the way, what is the name  
of our planet?**



# Back to Earth

Climb the ladder back to Earth, if you wish, but wouldn't it be more fun riding "that rainbow slide back home"? At least that's what Sheree Fitch says at the end of her poem "Ladder to the Sky."



During Day Sky, Night Sky, your student has learned to observe the sky and the weather. The student has also learned about air quality, flying machines, and the planets. Now, it's time to bring your student back to Earth, along with a lot of knowledge.

Your student continues to learn more about reading, writing, and art. Together, you have read poems, songs, fiction, and non-fiction. More and more sounds and words are building up in the child's brain. With the help of these building blocks, your student is becoming a better reader and writer.

Since this is the last day of the module, you may need more time to

- review material or complete assignments
- set up your display
- invite family and friends
- prepare a snack
- tidy or arrange the family room

For this reason, Project Time is designed to assist you in setting up your display, and most assignments are optional. Look over today's possibilities and choose those that interest you and will fit into your schedule. Some activities, such as Phonics, Printing, and Journal Writing, are assigned; others are optional.



Remember this time to delay submitting assignments until after the display. When you are ready, send in the Student Folder items listed at the back of Thematic Assignment Booklet 3B.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 143, 144, and 145
- “Ladder to the Sky” from *Toes in My Nose* by Sheree Fitch

### Music and Movement

- low stool
- clear wall and floor space

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 3B, Day 18.

### Project Time

- collected art work, projects, and writing activities from Module 3
- large cardboard for display (optional)
- display space

### Let's Look Back

- Thematic Assignment Booklet 3B – Day 18: Learning Log
- pollution strip from Day 13

### Items for Mailing

- Thematic Assignment Booklet 3B – Day 18: Items for Mailing

### Story Time

- mutually chosen reading material
- “Getting Out of Getting into Bed” from *Toes in My Nose* by Sheree Fitch

### Activities

#### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual calendar routine. You may also wish to help your student reflect on the calendar skills that have been practised this month.

### Activities

#### Home Instructor's Script



What have you learned about the weather this month?

Do you recognize words for the days of the week? Show me.

Show me how you put them in order.

Tell me one thing that happens at your house in the morning.



## Focus for Today

### Materials

#### Thematic Assignment Booklet



In the Learning Log, you will write general observations about your student's **overall growth and development** in this module. Ask your student to comment as well.

Preview Day 18: Learning Log found in Thematic Assignment Booklet 3B prior to beginning the day.



## Language Arts

**Time recommended: 35 minutes**

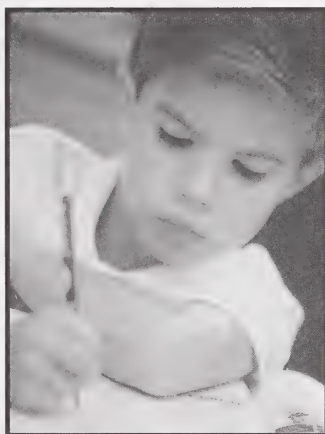
### Word Study

On Day 17, the words from the New Word Box and Word Bank were removed, tested, and placed on rings. Any difficult words were put back in the New Word Box. Use Word Study today to review and re-teach any words that your student did not recognize by sight.

If the student recognized all the word cards on Day 17, you could review word cards from previous modules to see that mastery of those words is maintained.

### Phonics and Printing

Your student will continue to practise reading and writing words with the “short e” sound. Since all of today’s activities in the phonics book involve printing, there will not be a separate printing assignment today.

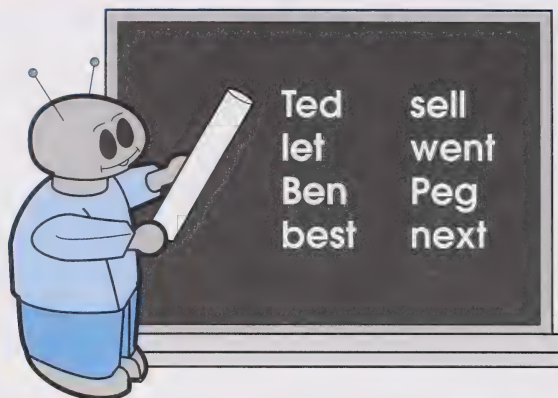


#### Materials

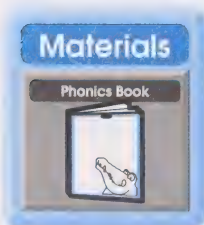
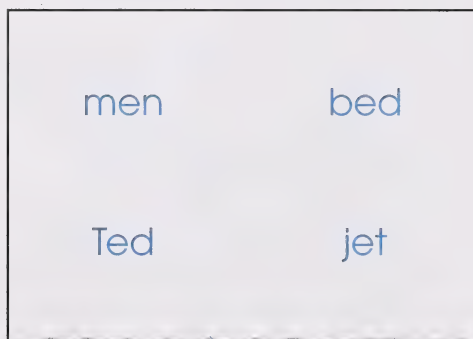
Home Instructor's Manual



Write the following words on a chalkboard or a piece of paper and ask the child to sound them out. If your student is still having difficulty with the “short e” sound, review the sound from the Key Words and Actions Guide. Observe the position of the mouth and tongue in a mirror when saying the sound as well.

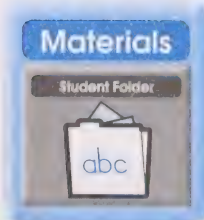


Give your student a paper and pencil and ask that the following words be printed as you say them. Remind the student to say each sound slowly and carefully before writing it down.



Turn to page 143 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read the sentences carefully and choose the word that would make sense in the sentence. Provide support as needed, but encourage the child to sound out any words with short vowel sounds. Remind the child that neat printing is expected.

After the page is checked, have the student make necessary corrections and re-mark the page with a different colour of pen. Follow a similar procedure for pages 144 and 145.



Ask your student to look over the printing. Are the letters neat and formed correctly? Are they written on the lines? Have your student erase and correct any letters that could be neater or improved in form.

Label each page with the student's full name and M3D18 before placing them in the Student Folder.

**Activities****Teaching Tip**

Teaching your student to monitor text for neat printing is a useful skill. Whenever possible, encourage your student to look over the printing and correct any poorly-formed letters. At the same time, have your student check for spacing and position on the line.

Modelling the review of your own printing will reinforce the importance of this behaviour for your student.

## Music and Movement

**Time recommended: 10–15 minutes**

First, review the gymnastics skills of jumping and stationary balances. Then your student will create a movement sequence.

Review jumping on the floor and from a low stool. Remind your student to land with bent or “squishy” knees to absorb the impact. Be sure your student is jumping safely.

From the floor, try some of these activities.

- Jump and land on two feet.
- Jump from one spot to the other.
- Run and jump.
- Jump from two feet and land on one.
- Jump into the air and spread your legs; then bring your legs together and land.
- Jump into the air and twirl before landing.
- Jump into the air and do an arm motion before landing.



From a low stool, try these activities.

- Jump and land on two feet.
- Jump and spread your legs; bring them together to land.
- Jump and twirl.
- Jump and do an arm motion.



Next, review some stationary balances.

- Balance on one foot and one other body part.
- Balance using three body parts.
- Balance using four body parts.

Can you make a balance when you lie down on your back?

Now, try some balances such as those practised on Day 17 using the wall or furniture.

Your student is ready to make a **movement sequence**. Ask the child to choose a jump, a balance, and a balance using the wall or furniture. Have your student explain the chosen sequence. For example, “I will do a jump with a twirl, then a balance with one foot and my hand, and last a wall balance with my feet against the wall.”





Let your student try two or three movement sequences before choosing a favourite sequence. Practise the chosen routine a few times, so it may be performed during Sharing Time.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Your student will revisit a poem studied at the beginning of the module. Find “Ladder to the Sky” in Sheree Fitch’s poetry book, *Toes in My Nose*. Before reading the poem, ask,

Do you remember when we read this poem on Day 1?

What is the poem about?

Tell your student that you will read the poem, one verse at a time. Ask the student to close the eyes and make a “mind picture” as you read the verse. After the verse ask the child to share what was visualized.

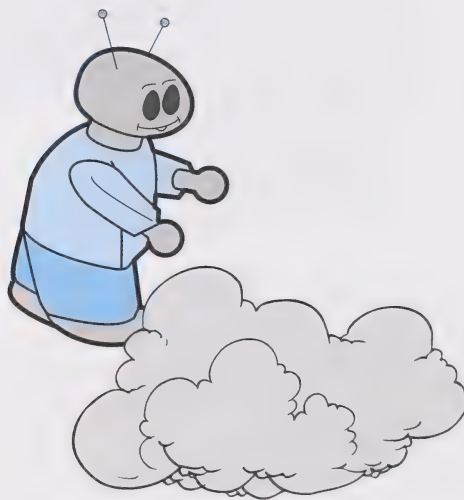
Discuss the poem with the following script:

At the beginning of the module, we pretended to climb the ladder to the sky to learn all about it.

You have learned many things about the sky.

Do you think you can really “touch the sky” as Sheree Fitch writes in the poem?

Could you “lean a ladder against the moon” or “trampoline-jump” on a cloud?



You can't actually do the things Sheree Fitch talks about, but it is fun to imagine doing them.

What would it be like to “leave your handprints” as you touch the sky?

Which of the things that the author talks about would you like to do?

Now read and enjoy the poem again. If your student is becoming an independent reader, encourage joining in on the words that are recognized.

You have learned lots of true and imaginary things about the sky.

You have “touched the sky” by learning about it.

Pretend you are up on your ladder in the sky. Now, instead of climbing back down the ladder, pretend you are sliding down the rainbow to get back to Earth.

Close your eyes and think about sitting on the top of the rainbow.

How do you feel?

What do you hear?

What is the rainbow like?



Ready? Give yourself a push and whee, you are sliding down the rainbow!



Was there anything at the bottom of the rainbow?

After your student has “slid down the rainbow” to land back on Earth, talk about the imaginary experience. Ask for details of what was seen, heard, and felt with questions like the following:

Did you go fast or slow?

What did you see on the way down?



Are you getting closer to Earth?



## Journal Writing

For today's activity, you are given two topic choices. Read them over and decide together which would be most interesting to write about.

### Choice 1

Discuss what it would be like to "blast off" in a spaceship.

What do you think it would be like to **blast off** into space?

Where would you go if you could ride in a spaceship?

What would you see?

What would you do?

Take out a writing page and have your student write and draw about a trip into space.



Would you like to walk on the moon?

### Choice 2

Discuss the fact that this is the last day of the Day Sky, Night Sky module. Quickly list and talk about the main topics that were covered to refresh your student's memory. Then ask the following questions:

Can you tell me some of the things you learned in this module?

What did you like best about this module?

Is there any topic you would like to learn more about?

When your discussion is finished, take out lined paper and ask your student to draw and write about what he or she learned or liked best about the module.

For either writing choice, encourage writing as independently as possible by using reading charts, the *Collection's Writing Dictionary*, and word cards to help with the spelling. Constructed spelling may also be used.

After the story is written, help your student think of a title for the story. Remind the student that a **title** is a word or a few words that tells about the story. Ask the student to print the title at the top of the page. Then have your student read the story aloud, checking the work as it is read. Have the child consider the following:

- Did I leave out any words?
- Do I need to check the spelling of any words?
- Can I add another word or sentence to make the story more interesting?
- Did I start each sentence with a capital letter?
- Did I end each sentence with the right punctuation?

**Materials**

Student Folder



Again, when the assignment is completed, label it with the student's full name and M3D18.

This writing could also be added to the display before placing it in the Student Folder.

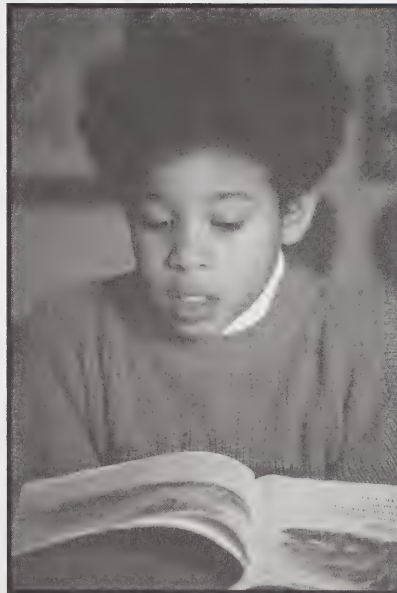
**Now that you are back on Earth, it's time for a lunch break.**

**What can you eat that has bright rainbow colours?**

**How about vegetables or fruit?**

**Silent Reading**

**Time recommended: 5–10 minutes**



Choose your favourite reading material for a relaxing break. Your student may enjoy revisiting some of the poems, stories, or books used during this module.

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 3, Day 18.

### Project Time

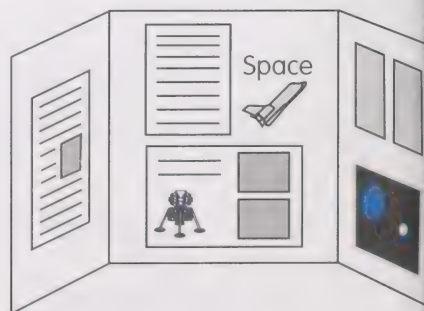
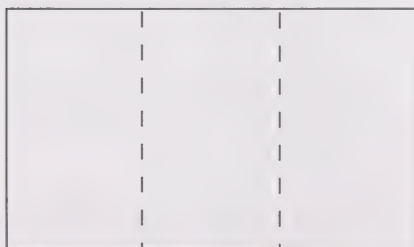
**Time recommended: 75–90 minutes**

Use this time to help your student collect and display the projects from the module. First, gather the artwork, science experiments, writing, and research projects that have been completed. Ask your student to choose the best and most well liked of the projects. You may have to limit choices, depending upon the space available. Discuss why the chosen projects are favourites.

Discuss how you will display the projects. How many items will need to be posted on a display board and how many need table space? How will you make the display look attractive? **For submission and reuse, do not attach any projects permanently to the display board.**

Cardboard display boards may be created as shown on the following page. Corrugated cardboard is ideal for this purpose.

Score the cardboard into thirds, but do not cut all the way through. Fold the cardboard and stand it up. Attach the visual material.

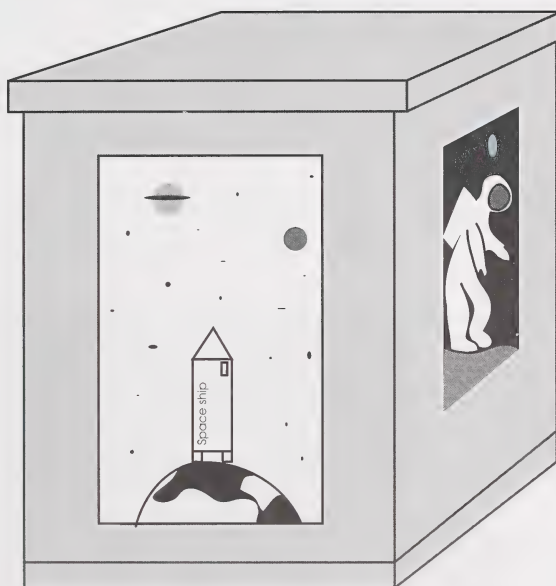




The display surface may be covered with construction paper or other colourful paper. Some items may be hung from the ceiling to increase display space.

Another option for display space is a large appliance box, which provides four sides for mounting items. If you wish, the box can be covered with large sheets of construction paper or spray painted.

**Note:** Spray painting is an adult job and must be done outdoors or in a well-ventilated space.



If you have time, make simple frames for artwork and stories or mount them on construction paper to form an attractive border. Add **finishing touches** to make the display more interesting. Step back so you can judge how the exhibit can be improved.

Explain to your student that when the guests arrive, the child will be responsible for showing the display and answering any questions about the projects. It's a good idea to role-play being a "guide" ahead of time. You could pretend to be the guest and have your student show you the projects, tell you about them, and answer your questions.

**finishing touches:** an accent of colour, shape, or texture; contrast of size or colour; outlining

## Sharing Time

**Time recommended: flexible**

If the exhibit is not scheduled for today, your student may wish to

- demonstrate the movement sequence from gymnastics
- read the Journal Writing
- guide a family member or friend through the display

## Let's Look Back

Discuss this month's work, the student's growth, and general comments.

How has your reading improved?

How has your writing improved?



What have you found most interesting in Module 3?

What do you think was the most difficult assignment?

Which assignment(s) did you enjoy the most?

What did you learn in this module?

What do you want to learn more about?

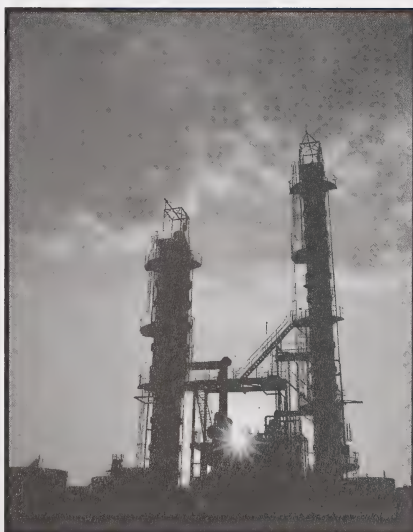
When you have finished talking about this month's learning, ask your student to remove the last piece of tape from the pollution strip. Compare the cloth where the tape was with the part that wasn't covered. Discuss your findings.

Is there a difference?

Have you noticed anything about the other strips?

The pollution experiment is finished today.

What did you learn from this experiment? I will write that down for your teacher. (Make a note in the Learning Log.)



How clean is your air?

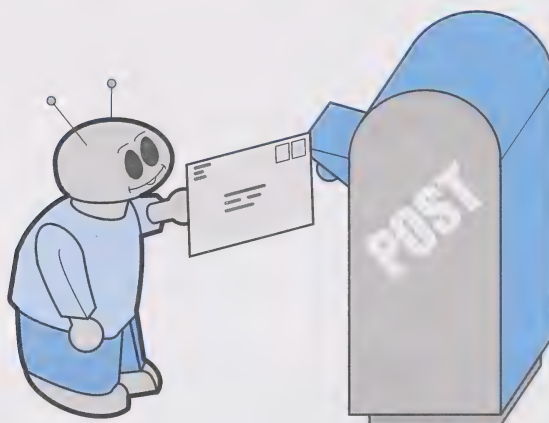
### Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 3B, and complete Day 18: Learning Log. Include your comments and the student's comments in the spaces provided.

Then follow the directions to complete Day 18, Student Folder Items. Gather the required materials from your Student Folder. Submit these items to your student's teacher for marking.



## Story Time

**Time recommended: flexible**

Enjoy a story or poem with your student sometime today. How about a poem that both of you can probably identify with? Have a look at "Getting Out of Getting into Bed" in *Toes in My Nose*.





## **Congratulations on completing Module 3!**

**What work have you done that  
you are particularly proud of?**



**Tell your teacher about your  
culminating display.**

**Next, you will enter The Wonderful  
World of Animals.**

# Image Credits

## Cover Photo

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## Title Page

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## Contents

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## Page

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12	Alberta Distance Learning Centre	46	PhotoDisc Collection/Getty Images	82	<b>both:</b> PhotoDisc Collection/Getty Images
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17	<b>top:</b> PhotoDisc Collection/Getty Images	50	PhotoDisc Collection/Getty Images	85	<b>top:</b> PhotoDisc Collection/Getty Images
	<b>clip art:</b> Image Club	52	<b>top:</b> PhotoDisc Collection/Getty Images	86	PhotoDisc Collection/Getty Images
	ArtRoom/EyeWire Collection/Getty Images		<b>octopus:</b> Image Club	89	PhotoDisc Collection/Getty Images
19	EyeWire Collection/Getty Images		ArtRoom/EyeWire Collection/Getty Images	90	EyeWire Collection/Getty Images
22	EyeWire Collection/Getty Images	53	<b>both:</b> Nova Development Corporation	91	PhotoDisc Collection/Getty Images
23	EyeWire Collection/Getty Images	55	<b>top:</b> PhotoDisc Collection/Getty Images	92	Corel Corporation
24	EyeWire Collection/Getty Images	61	Alberta Distance Learning Centre	94	PhotoDisc Collection/Getty Images
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28	EyeWire Collection/Getty Images	66	Alberta Distance Learning Centre	100	PhotoDisc Collection/Getty Images
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35	<b>train:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	72	<b>left:</b> PhotoDisc Collection/Getty Images	110	<b>all:</b> Alberta Distance Learning Centre
36	<b>bottom:</b> Nova Development Corporation		<b>right:</b> EyeWire Collection/Getty Images	113	Image Club ArtRoom/EyeWire Collection/Getty Images
38	<b>top:</b> © 2001–2002 www.arttoday.com	74	PhotoDisc Collection/Getty Images	114	PhotoDisc Collection/Getty Images
	<b>bottom:</b> Nova Development Corporation	76	PhotoDisc Collection/Getty Images	115	PhotoDisc Collection/Getty Images
39	<b>snail:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	77	PhotoDisc Collection/Getty Images	117	PhotoDisc Collection/Getty Images
		78	PhotoDisc Collection/Getty Images	120	<b>left:</b> © 2001–2002 www.arttoday.com
					<b>right:</b> Nova Development Corporation

121	PhotoDisc Collection/Getty Images	154	PhotoDisc Collection/Getty Images	184	PhotoDisc Collection/Getty Images
122	EyeWire Collection/Getty Images	155	PhotoDisc Collection/Getty Images	185	PhotoDisc Collection/Getty Images
123	EyeWire Collection/Getty Images	157	PhotoDisc Collection/Getty Images	187	PhotoDisc Collection/Getty Images
124	EyeWire Collection/Getty Images	159	<b>top:</b> PhotoDisc Collection/Getty Images	188	<b>both:</b> PhotoDisc Collection/Getty Images
126	© 2001–2002 www.arttoday.com	160	PhotoDisc Collection/Getty Images	190	PhotoDisc Collection/Getty Images
128	PhotoDisc Collection/Getty Images	162	PhotoDisc Collection/Getty Images	192	© 2001–2002 www.arttoday.com
129	EyeWire Collection/Getty Images	163	<b>sandwich:</b> Nova Development Corporation	193	Corel Corporation
130	PhotoDisc Collection/Getty Images		<b>bottom:</b> PhotoDisc Collection/Getty Images	194	© 2001–2002 www.arttoday.com
133	<b>both:</b> PhotoDisc Collection/Getty Images	164	PhotoDisc Collection/Getty Images	196	PhotoDisc Collection/Getty Images
134	PhotoDisc Collection/Getty Images	166	<b>both:</b> PhotoDisc Collection/Getty Images	197	EyeWire Collection/Getty Images
135	Image Club ArtRoom/EyeWire Collection/Getty Images	167	PhotoDisc Collection/Getty Images	199	Nova Development Corporation
139	PhotoDisc Collection/Getty Images	168	EyeWire Collection/Getty Images	200	PhotoDisc Collection/Getty Images
140	PhotoDisc Collection/Getty Images	171	PhotoDisc Collection/Getty Images	201	© 2001–2002 www.arttoday.com
141	PhotoDisc Collection/Getty Images	174	PhotoDisc Collection/Getty Images	203	EyeWire Collection/Getty Images
143	© 2001–2002 www.arttoday.com	177	<b>clip art:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	204	<b>top:</b> Nova Development Corporation <b>bottom:</b> PhotoDisc Collection/Getty Images
145	<b>elephant:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	178	<b>top:</b> PhotoDisc Collection/Getty Images <b>bottom:</b> © 2001–2002 www.arttoday.com	205	PhotoDisc Collection/Getty Images
147	PhotoDisc Collection/Getty Images	179	<b>both:</b> PhotoDisc Collection/Getty Images	207	PhotoDisc Collection/Getty Images
150	<b>both</b> PhotoDisc Collection/Getty Images	181	Digital Vision/Getty Images	210	EyeWire Collection/Getty Images
151	PhotoDisc Collection/Getty Images	182	© 2001–2002 www.arttoday.com	211	EyeWire Collection/Getty Images
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153	<b>both:</b> PhotoDisc Collection/Getty Images			213	© 2001–2002 www.arttoday.com









